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ABSTRACT

In response to a request by the Anchorage Native Caucus and the Anchorage Native Education Coalition, this study by the Anchorage School District Community Relations Department focuses on the Alaskan Native dropout problem. The study indicates that between September 1976 and March 1981, Native Alaskans, who compose approximately 4% of the total secondary student population of approximately 12,000, accounted for over 20% of the dropouts. Findings of interviews with 29 Alaska Native dropouts indicate the most common reasons for leaving school were grades, credits, boredom, personal problems, pregnancy, and difficulty with arranging child care. Suggestions for improving school holding power from 20 Native students attending a 2-day workshop are summarized. The report offers eight recommendations for improving the success rate of Alaskan Native students: provide new student orientation, allow alternate credit granting options, increase career education, offer culturally relevant courses, expand teacher in-service training, provide routine counseling, and explain attendance and suspension policies and procedures to both students and parents. Appendices contain an Anchorage Native Caucus and Native Education Coalition position paper, the survey questionnaire for native students, listings of Alaskan Native and American Indian enrollments in Anchorage schools, secondary school attendance policies, test score summaries, discipline report summaries and student enrollment tables. (NEC)

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ALASKAN NATIVE
EARLY SCHOOL LEAVERS
A STUDY WITH RECOMMENDATIONS

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Anchorage School District
Community Relations Department
Assessment and Evaluation Department
March 8, 1982

RC 014873

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The Anchorage School District Community Relations Department has been undertaking an information-gathering effort on the experience of Alaskan Native Students in the Anchorage School District. This project was initiated at the request of the Anchorage Native Caucus and the Anchorage Native Education Coalition. These groups presented a position paper to the former Anchorage School District Superintendent, John B. Peper, in June of 1980, which outlined a number of their concerns about the education of Native students. Responsibility for coordination of the efforts to respond to the concerns of these organizations was given by the Superintendent to the Director of Community Relations.

One of the first steps in a process to respond to the concerns was a Community Relations initiated community meeting held in November of 1980. The purpose of the meeting was to determine the priority concerns of the educational leaders and practitioners in the Native community. Native representatives attended the meeting as well as District staff and administration and representatives from the Anchorage Education Association, with a total of fifty-three persons participating. The consensus of the individuals attending the meeting was that the most significant problem in Native education in Anchorage was the apparently high dropout rate of Native students.

The Native organization position paper had recommended that a study be undertaken by the District of the Native dropout problem. In response to this request and the similar recommendation of the community meeting, it was determined that such a study would be undertaken through the cooperative efforts of the departments of Community Relations and Assessment and Evaluation.

Since no data on the actual number of Native early school leavers had been compiled at that time, a request was made of the Municipal Data Processing Department for a computer listing of Native students who had withdrawn from or left school between the period of September, 1976 through March, 1981. A second listing of "summer leavers", students who were present in the Spring of each of the above years but who did not return the next Fall was also requested.

Information was gathered on the basis of the existing District system for reporting the reasons why individuals withdraw from school. The system depends on the student or parent informing the school of the reason for a student leaving school unless the withdrawal is the result of an administrative decision at the school. The transaction forms which are completed by school personnel provide a number of coded reasons why a person might leave school such as; changing schools, graduating, expulsion, death, and dropping out. For dropouts there are a number of additional reasons which may be specified; i.e. illness, academic difficulty, behavior difficulty, economic reasons, marriage, referral to another agency, and "no show" for students who are enrolled but never attend.

Examination of District data on overall student withdrawals shows that the great majority of students who leave school do so because they move out of the District. For example, 4,389 students withdrew from the Anchorage schools in 1978-79 and only 664 (15%) were coded as dropouts.

At least 142 of the 620 secondary dropouts were Alaska Natives. That is, approximately 4% of the student population accounted for 23% of the dropouts. As indicated in table 1 almost all dropouts are secondary students. The general District pattern holds true for both Native and non-Native students. Examination of school records between the start of school in 1980 and March, 1981 when the study began showed that 376 Alaska Natives, 12.6% of the Fall school population of 2,978 Native students, had withdrawn from school and that 108 of these students were dropouts. Table 1 breaks the figures down by grade.

Table 1

Alaska Native Withdrawals
September 1980-March, 1981

Grades	Withdrawals	Dropouts
K-5	154	8
7-8	41	13
9-12	73	87
TOTAL	268	108

The largest number of dropouts (32) were from the senior class with only one freshman reported as a dropout. By the time that the School District records could be compiled to locate the names and addresses of the students who had left the secondary schools, 34 of the students had returned to the District schools.

Clearly, it was necessary for a study such as this to proceed that a working definition of "dropout" be developed. It was decided that a dropout would be defined as a secondary student who had 1) been recorded as a dropout in school records, 2) had not made subsequent request for transcripts to enroll in school elsewhere, 3) had not graduated from the Anchorage School District prior to the start of this study, and 4) was not currently enrolled.

School district records were searched for Native students who met the definition during the period between September, 1976 and March, 1981. The search yielded the names of approximately 650 students. When the "repeat" dropouts were counted only once, the number fell to 557 students over the close to five-year period. Table 2 shows the yearly breakdown of dropouts, total Alaska Native student enrollment, and the percentage of that enrollment accounted for by the number of dropouts.

Table 2

Alaska Native Dropouts
September, 1976-March, 1981

School Year	Total Native Enrollment K-12	Native Secondary Enrollment 9-12	Secondary Dropouts	Percentage of Secondary Native Enrollment	Summer Leavers
1976-77	2,540	523	114	21.8%	
1977-78	2,727	624	127	20.4%	262
1978-79	2,713	811	147	17.5%	
1979-80	2,978	732	100	13.7%	138
1980-81 *	2,832	745	74	9.9%*	
		TOTAL	557		

Summer & winter Leavers	1977-78 1979-80	389 238
Percentage of dropouts and summer leavers for sample years	1977-78 1979-80	62.3% 30.7%

* Enrollment and dropouts as of March, 1981

It was decided to seek out a sample of the Native student dropouts to inquire into the reasons associated with their decision to leave school in the hope that some programmatic recommendations could be made which would lead to changes in the academic environment conducive to Native student retention in school. A review of possible strategies suggested that potentially the most valid information could be obtained by holding face-to-face interviews with withdrawn students. It was found that a weighted sample of 120 students would allow a year-to-year examination of responses and that 60 interviews with randomly selected students would be reasonably representative of the entire group.

Therefore, an attempt to make an initial telephone contact with the 557 known dropouts was begun. This resulted in contact with 124 former students or their parents (22%). Current addresses or contact locations for approximately 120 were recorded.

The callers were asked to put a series of questions to the dropouts contacted to ascertain some current demographic information about the population. Almost all of the contracted individuals responded although some did not provide complete information. Information garnered from those calls follows:

- 1) Has the person completed their high school education?
(Diploma or GED)

Yes - 40 (32%)
No - 80 (65%)
Unknown - 4 (3%)

- 2) Is the person now working?

Yes - 53 (43%)
No - 65 (52%)
No Response- 6 (5%)

- 3) Did the person have any job training after leaving school?

Yes - 27 (22%)
No - 50 (40%)
No Response- 47 (38%)

The response rate on the type of jobs held and the type of post-school training received was low. However, the responses are informative in that they provide some idea of the job options that are open to Alaskan Native dropouts and the training which may be actually available outside the schools.

Employment or Situation
Reported by Dropouts

Janitor	Secretary	Security Guard
Drive-in Restaurant	Tour Guide	Fred Meyer
Wilderness Lodge	Fisherman	Quick Stop Clerk
Maintenance	Eagle River Correction	Switchboard Operator
McDonalds	Center Inmate	City Clerk
United Bank of Alaska	Construction	Restaurant
Book Cache Clerk	Timesaver Clerk	Gas Station
Wildwood, Kenai	Homemaker	Hobby Shop
Longs Drug	College Student	Military
Bartender	Paper Boy	

Job Training Reported by Dropouts

Anchorage Basic Education	Military	On-the-Job Training:
CINA Programs	Correspondence School	- cook
Non-Anchorage High Schools	Seward Skill Center	- tour guide
ACT Program	Alaska Business College	- waitress
CETA	University of Alaska	- office worker

It was suggested that a number of students decided to leave school during the summer vacations. These students would drop out by simply not returning to school in the fall and might never be counted by the School District as a dropout because of the record-keeping system. Meetings were held with Data Processing to arrange for the production of lists of Native students who were attending at the end of one school year and not in attendance at the start of the following school year. Lists were prepared for the summers following the 1976-77, 1977-78, 1978-79, and 1978-80 school years. Table 3 shows the results of that search.

Although there is clearly a high turnover of Alaska Native students from one school year to the next, no information on the disposition of the leaving students existed. Therefore a hand search of student records was undertaken. Because of the cost involved in the many hours of meticulous record examination, two sample years were selected to serve as an indicator of what actually happens to Native students who elect not to re-enroll after the summer recess. The records were examined for all 1,342 students who left during the summer of 1978 and the summer of 1980. It was found that there were 262 of the 730 students from 1978 and 138 of the 612 students from 1980 for whom no transcripts had been requested and Anchorage school records showed no subsequent re-enrollment or graduation. (If a student enrolls in another school district, the receiving district generally requests records from the Anchorage School District.) While there is no way to know how many of the summer leavers are actually dropouts, a large number cannot be accounted for without further investigation which goes beyond the information available within the District.

Table 3

Alaska Native Dropouts
Summer Leavers

Follow the School year	Native Enrollment	Summer Leavers	Percentage	No Subsequent Transcript Requested, No re-enrollment or no ASD graduation for selected year
1976-77	2,540	775	31%	
1977-78	2,725	730	27%	262 (9.6%)
1978-79	2,713	729	27%	
1979-80	2,978	612	21%	138 (4.6%)
1980-81	2,832			

Examination of the student files showed that Alaska Natives were dropping out from all secondary programs in about the proportion of their enrollment within the program. Table 4 indicates dropouts by school.

Table 4
Alaska Native Winter Dropouts
Secondary Programs

School	Year				
	1977	1978	1979	1980	1981*
Central	--	2	3	5	--
Clark	1	--	1	--	--
Romig	6	1	4	1	2
Bartlett	3	5	6	5	4
Chugiak	7	9	3	5	5
Dimond	7	8	15	4	4
East	22	30	29	25	12
West	28	39	31	24	16
SAVE I	10	4	3	7	9
SAVE II	22	12	36	16	16
Service	7	17	10	7	6
Steller	--	--	2	--	--
McLaughlin	1	--	--	--	--
TOTAL	114	127	147	100	74

*Dropouts through March, 1981

In order to gain a more in-depth understanding of the opinions of known dropouts about their education in Anchorage, it was decided that a process to solicit their opinions would be devised which would involve the development of a questionnaire to be administered in face-to-face interviews. In order to develop an instrument that would deal with the most pertinent questions possible, and also be workable in a technical sense, a number of individuals and groups were consulted. The Cook Inlet Native Association educational tutors and counselors provided assistance, as did the district Indian Education program counselors and the Indian Education program parent advisory committee. Native secondary students were also consulted. Technical assistance was provided by the University of Alaska Urban Observatory and The Rowan Group.

A request for proposal was initiated in order to locate a contractor who would do the actual interviewing of former students who had left school between September 1976 and March 1981. The sole respondent was the firm of Donahue and Associates, who were awarded the contract in May of 1981. The contractor was provided with the names and telephone numbers of 120 former students who had been contacted in April and May by District-employed assistants. The questionnaire instrument, designed by the Director of Community Relations and Assessment and Evaluation Research Associate, was to be administered by trained interviewers. The interviewers were to do all of the recording of responses, in order to free the respondent from having to complete the questionnaire. Donahue and Associates worked three weeks on the project. Unfortunately, Donahue and Associates was able to secure interviews with only a few of the former students. The interviewers failed to make any contact with 50 of the dropouts and only completed five of seven attempted interviews with the 69 with whom contacts were reported.

Because of the desirability of obtaining a larger number of interviews, another contract was negotiated between the district and the Cook Inlet Native Association. It was hoped that this tactic would be more fruitful since an early review of the list of Native early school leavers by the Director of the C.I.N.A. Adult Education Program indicated that many of the former district students had attended the C.I.N.A. adult education program to work on their G.E.D. preparation. However, C.I.N.A. staff were able to complete only twenty-two interviews. The reason given for the low success rate was that very few of the former students could be located.

A compilation of the results from the 29 sample interviews that were obtained by C.I.N.A. and by Donahue and Associates follows.¹

- 1) Most of the Alaska Native former students interviewed had spent some years prior to their high school years in Anchorage schools.
- 2) Most of the Alaska Native early school leavers who were surveyed lived with their parents while attending school.
- 3) The respondents reported that their most useful courses were English, Mathematics, and Vocational/Business courses.
- 4) The respondents found History/Social Studies, Mathematics, Language and English to be the most difficult courses.
- 5) Two thirds reported that they had asked for help to keep up in class.

¹ (A copy of the Donahue and Associates report is available through the Community Relations Department.)

- 6) Two thirds of the group would have been interested in getting work study credit if they were available to them.
- 7) Two thirds reported not receiving either help with career planning or job skill counseling from School District counselors.
- 8) Three fourths of the group believed that additional classes in basic skills would have helped them during high school.
- 9) Three fourths had knowledge of District alternative programs, with Save I and Save II being the most widely known options.
- 10) Three fourths had contact with one or more facets of the District Indian Education program but most had not been active participants in program activities.
- 11) Two thirds would have been interested in classes in Native culture or history, Native land claims and Native language.
- 12) The most highly rated reasons for leaving school without graduating were problems with credits, grades, and attendance. School size, school rules, transportation, and problems with other students were rated low on the list of reasons for leaving school.
- 13) The respondents seldom reported talking to teachers about leaving school, but did report talking to parents and other students.
- 14) Almost all reported that parents encouraged them to stay in school.
- 15) Most were unable to find a job immediately after leaving school and a substantial number were unemployed when the survey was conducted.
- 16) One fifth reported completion of a high school diploma and one third reported completion of a G.E.D.
- 17) At the time of the survey, most planned to continue their education or were engaged in some sort of training.
- 18) Relationships with Cook Inlet Native Association Counselors were highly rated.
- 19) Most students rated their experience in the Anchorage schools good or fair. Twenty percent rated their experience as bad.
- 20) Two thirds felt that they had not had any special problems in Anchorage schools just because they were Native but one third felt that they had problems because of being Native.
- 21) Two thirds of the reasons given for leaving school were school-related, while one-third were personal. The most common reasons cited were grades, credits, boredom, personal problems, pregnancy, and difficulty with arranging child care.

Examination of the questionnaire suggests that these results should be treated with extreme caution, for the following reasons.

- 1) The responses are not known to be representative of the Alaska Native dropout population. While the initial selection of students provided to the Donahue group would have resulted in the sample being representative of those students still residing in Anchorage, the failure of the Donahue group to gather the necessary data and subsequent assistance from Cook Inlet Native Association resulted in a highly select group of respondents. The majority of respondents are either employees of CINA or associated with CINA programs.
- 2) The fact that CINA personnel conducted 22 of the interviews must be considered as a possible source of bias. It is suspected that the majority of the CINA respondents are individuals who are actively engaged in improving their job skills or have worked to complete a G.E.D. or some other training.
- 3) There were clearly some errors in data coding. Some of the Donahue group returns show that the subjects may have rank ordered responses on some questions which required a response on a 1-10 scale.
- 4) None of the interviewers appear to have provided detailed narrative responses. In some cases, it appears that the interviewee may have completed the narrative sections on the CINA responses, while the Donahue responses are generally vague.
- 5) A number of interviews were not completed and there are numerous questions to which only a small part of the total group responded. Thus, there is a systematic pattern to the non-responses.

A questionnaire instrument with total results is appended at the back of this report.

Currently Enrolled Native Students

Another strand of the Native student research project has been an attempt to ascertain information from currently enrolled students about their experience in the Anchorage School District. Assistance from Indian Education and Cook Inlet Native Association program staff was solicited in order to select students and conduct a 2 day research workshop on May 13 and 14, 1981. Twenty students representing all district secondary schools attended the workshop. These students were chosen by their peers on the basis of their ability to articulate Native student concerns. Because it was recognized that most Native secondary students would feel quite inhibited about approaching school board members or administrators directly to express their feelings, the workshop was designed to provide a comfortable, open, environment in which students could feel free to talk. The workshop was recorded on video tape. Through this means of communication, Native students can express their thoughts and feelings to persons to whom they might not otherwise make their ideas known, but who nevertheless affect their lives greatly, i.e., the educational policy-makers.

Recommendations made by the Native secondary students themselves are briefly summarized as follows:

- 1) Provide more personalized instruction.
- 2) Teach Native sports and games for credit.
- 3) Teach the Native Claims Settlement Act in Government classes.
- 4) Offer Native culture classes.
- 5) Initiate more efforts to combat prejudice.
- 6) Hire more Native teachers.
- 7) Implement an orientation program for new students.
- 8) Make more academic tutors available.
- 9) Have on-the-job training opportunities for credit and make sure that students know about them.
- 10) Implement regular counseling sessions.
- 11) Increase teacher in-service on Native culture.

These topics are dealt with in more depth in the video tape. Most of them are also included in the Staff and Community Recommendations section of this paper.

Alaska Native Student Enrollment

The two attached tables examine the pattern of Alaska Native student entry into the Anchorage School District. The tables record the number of new student identification numbers issued to Native students during a given year. Table 5 indicates the total number of Alaska Native students enrolled in each of seven prior years and enrollees through January 8, 1982 of the current school year. Table 6 shows the year of enrollment of the students who are currently enrolled in the Anchorage schools. On both tables, the number and percentage of students who enrolled during a given year are reported.

Table 5 shows that there has been a slight decline in both the number and percentage of new Native students entering the District in the period from 1974-75 to 1980-81. The 1981-82 figures reported in the table reflect only the first half of the year. While the elementary total is inflated by the number of new enrollees in kindergarten each year, the Junior and Senior High School figures reflect a steady influx of new students. When the influx is considered across all of the years, it appears that the average number of new enrollments is about 20% of the Native student population.

Table 6 shows that the influx of students reported in Table 5 is also reflected in the year in which the students who make up the current population of Native students enrolled in the District. The percentages of new enrollees are shown for each year. When the two tables are compared, it appears that a number of the students who enter each year must also leave the District. The higher numbers of students enrolled in Secondary in 1972 and Junior High in 1973 and 1974 reflect the proportion of students who were enrolled within the Anchorage School District since their initial school enrollment or the start of the current system of record keeping.

The tables show both a certain stability in the Native student population and fairly steady influx of new students into the schools. While approximately 20% of the Junior and Senior High School students would be new to the District in a given year, 70% could be expected to have been enrolled within the District for at least four years.

TABLE 5
Ethnic Code 01
New Enrollees *
1974 - 1982

	1981-82**			1980-81			1979-80			1978-79			1977-78			1976-77			1975-76			1974-75		
	Total	New		Total	New		Total	New		Total	New		Total	New		Total	New		Total	New		Total	New	
	Enrolled	Students		Enrolled	Students		Enrolled	Students		Enrolled	Students		Enrolled	Students		Enrolled	Students		Enrolled	Students		Enrolled	Students	
Elementary	1,623	378**	23%	1,746	470	27%	1,699	456	27%	1,730	489	28%	1,816	498	27%	1,966	610	31%	1,932	613	31%	1,924	607	32%
Junior High	405	39	10%	462	91	20%	514	86	17%	489	71	15%	508	104	20%	454	93	20%	435	79	18%	433	93	21%
High School	807	105	13%	882	159	18%	867	159	18%	881	169	19%	890	199	22%	764	203	27%	808	255	32%	820	225	27%
TOTAL	2,835	522	18%	3,090	720	23%	3,080	701	23%	3,100	729	24%	3,214	801	25%	3,184	937	29%	3,175	937	30%	3,177	925	29%

Seven Year Average
% New Students*

Elementary 29%*
Junior High 19%
High School 22%
TOTAL 26%

* Includes both out-of-District transfers and the normal new enrollees in kindergarten and first grade. All else being equal, new kindergarten enrollees should account for about 13% of the elementary and 7% of the total enrollment.

** Student enrollment to 1/08/1982.

TABLE 6
Ethnic Code 01
Students Enrolled 1/08/82
by
Year of Enrollment

	Total Enrolled	New 1981-82	New 1980-81	New 1979-80	New 1978-79	New 1977-78	New 1976-77	New 1975-76	New 1974-75	New 1973-74	New 1972-73
Elementary *	1,623	378 23%	292 18%	253 16%	210 13%	171 11%	155 10%	129 08%	33 21%	0 0%	2 0%
Junior High	405	39 10%	46 11%	20 05%	22 05%	24 06%	26 06%	25 06%	97 24%	77 19%	29 07%
Secondary	807	105 13%	71 09%	43 05%	44 05%	47 06%	44 05%	31 04%	45 06%	41 05%	336 42%
TOTAL*	2,835	522 18%	409 14%	316 11%	276 10%	242 08%	225 08%	185 07%	1754 06%	118 04%	367 13%

* Elementary and total enrollment include the normal entry of Anchorage Alaska Native children into kindergarten and first grade.

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STAFF AND COMMUNITY RECOMMENDATIONS

Alaskan Native students are children of families engaged in various degrees of cultural transition. Some families are more assimilated into urban lifestyles than others. The data in the preceding study indicates that many Native students leave the Anchorage School District and transfer to other schools, but for many others there is no evidence that they return to school at all even in another community. If we accept the premise that Native youth should have the option of retaining as much of their traditional customs, values, and lifestyles as they choose while acquiring the skills to live and work in the technological society if and when they choose, then their education must more effectively meet this multifaceted need than it has in the past. It is not realistic to remold the entire educational system. However, some consideration should be given to increasing flexibility in some areas and to creatively address key concerns which have been expressed by both the Native adult and the Native secondary student populations. Many of the areas for concern that are expanded upon below have been outlined in the Anchorage Native Caucus/Anchorage Native Education Coalition Position Papers and by Native students who explained their concerns on video tape during the May 13 and 14, 1981 student workshop. However, the detailed areas for consideration that follow are the sole responsibility of the Anchorage School District Director of Community Relations, although they have been developed through conversations with students, parents, instructional staff, and administrators.

The suggestions listed below could have relevance for improving the success rate of Alaskan Native students, using the measure of more students remaining until graduation, reduced social alienation, and better performance on standardized tests². Although there was a proposal put forth to the Alaska legislature in the Spring of 1981 for a study to examine the feasibility of a Native high school in Anchorage, such a school would perhaps be seen as less desirable by its proponents if the needs of Native students can be addressed sensitively and effectively by the public school system.

RECOMMENDATION I: NEW STUDENT ORIENTATION

Data from the preceding study demonstrates the phenomenal in and out migration of Native students to and from schools in Anchorage. Approximately one-quarter of the total Native student population is replaced each year. One of the unfortunate things that occurs as students come into the system from rural Alaska is that they often arrive after the class registration dates and as a result may be placed in classes which have room for them but which may be totally inappropriate for their skill levels. For example, a student needing basic math may get placed in Algebra. It is not surprising that the student becomes frustrated and discouraged and often fails the class. Another factor that contributes to inappropriate class placements is that a rural student's records usually do not arrive at the receiving school until six weeks or two months after he or she arrives. Therefore counselors have inadequate information for optimum class selections.

²Standardized tests, although probably not the best measure of individual academic achievement, do provide a means for making comparisons of the relative performance of groups in the Anchorage School District. Alaskan Native students perform as a group considerably lower than Caucasian students as a group. (see appendix for test score summaries).

It is essential that some procedures for mitigating this common problem be sought. One possible assist would be to provide a quick assessment tool for counselors to use in gauging a student's competency in Math and language skills. Something similar to the method used by the University of Alaska, Anchorage, departments of English and Mathematics to determine competency levels might be employed. New students at UAA wishing to find out if they belong in remedial Math or in Algebra are given a few problems to solve. If they are successful they are given an authorization to take Algebra. Similarly the English department asks the prospective student to write a one page paper in order to determine if remedial English is advisable. Entering high school students who are one or two years behind their grade level should not be placed in Algebra or Biology. Other alternatives must be found for students in this situation.

An aspect of an effective orientation effort could be the instituting of a so called "buddy system" for new students. Under this system each new student would be assigned to an "old student who would show the new student how to find classrooms, would accompany him or her to lunch a few times, and in general be helpful and friendly. This type of project could be valuable for several reasons. First, it might break down cross-cultural barriers and stereotypes. Second, it might help to reduce the alienation felt by Native students who find themselves in our large junior and senior high schools.

Perhaps a Rural Transition Center much like the one operated by the district during the early 1970's should be reinstituted. Such a center could conceivably provide academic diagnosis for course placement, orientation to the district, bilingual assessment, tutoring and counseling, all of which are services that busy staffs in individual schools have difficulty in providing. Other valuable training could be offered in note taking, study skills and use of the library. Some cities, such as San Francisco, have cultural orientation centers for culturally different persons new to the community. The Anchorage School District needs to consider this progressive direction. It is crucial that these students be dealt with uniquely, rather than being enrolled in the regular program, where many students become "lost in the shuffle".

RECOMMENDATION II: ALTERNATE CREDIT GRANTING OPTIONS

As stated above, Native cultural patterns along with social and economic pressures upon families result in many Native families changing residence frequently. Many families must leave Anchorage in the early Spring in order to attend to fishing activities. Secondary students in these families often have successfully completed a portion of a semester of work but are unable to complete the entire semester. Thus, a whole semester of credit is lost and the student's graduation is delayed. A contract system through which a student could receive acknowledgement of the portion of a course he or she did complete successfully would be a tremendous assist to these students. Ideally, the student could then complete the balance of the course upon his or her return either at the Evening High School, in the credit-by-choice program, or with a certificated teacher who sponsors the student in independent study. Our research shows that a significant number of Native students who leave the

District do re-enroll again. An adaptation such as described could help immeasurably to ease the discouragement and frustration that Native students feel when they fall behind in their credits and feel that they cannot graduate in a reasonable time frame.

RECOMMENDATION III: CAREER EDUCATION

Data from the 1980-81 school year indicates that one half of the Native high school seniors enrolled in vocational/technical courses are enrolled at the beginning level. It might be assumed from that information that most Native students graduate without entry level job skills.

Although more and more Native graduates are college bound, we are greatly concerned that those who are not going to college may not have taken advantage of the vocational opportunities offered by the district and thus find themselves with a diploma, but unemployable. Many persons would argue that students should wait until after high school before enrolling in serious vocational preparation. However, the stark reality is that most students need to earn money either to enroll in a community college or to maintain themselves while there. Without employable skills this self-maintenance becomes extremely difficult. This problem is exacerbated by the tightening economy which has resulted in a 75% reduction in the Bureau of Indian Affairs funding traditionally available to Native students for post secondary education.

Counseling becomes very important in order to help students become aware of vocational and career education opportunities available in the district. It is hoped that with the additional assistance provided by Career Counseling Aides hired during the Fall of 1981, that more expanded Career education will be provided in each high school.

In order to familiarize students with the offerings of the Career Center, visits to that facility could be arranged early in the school year (prior to second semester course selection). It may be desirable to invite ninth graders, as well as older students, on the visits in order that they might begin to anticipate future enrollment in vocational courses.

RECOMMENDATION IV: CULTURALLY RELEVANT COURSES

A. Academic Courses

For a number of years Native secondary students have requested courses in their cultural backgrounds. For a variety of reasons, few have been offered. Those that have been offered have not been available at all secondary units. A chart showing the ethnic courses which were surveyed and those which were offered as of Spring, 1981, follows.

Table 7

ETHNIC COURSES SURVEYED/OFFERED*

<u>Courses</u>	<u>BARTLETT</u>	<u>CHUGIAK</u>	<u>DIMOND</u>	<u>EAST</u>	<u>SERVICE</u>	<u>WEST</u>
Alaska Native Literature		1 3 4 A B C	2 4			4
Literature of the North		1 2 3 A B C	2 4 B	1 2 3 4 AA		
Alaska Native Land Claims			1			4
Alaska Culture: Past & Present	2 AAA BBB	1 3 4	2 4	2 4 B D	2 4	
American Minority Groups				1		
Indians of North America	2 BB	1 AA	2 4 BB		2 4 BB	

Key: 1 - Surveyed Fall, 1979
 2 - Surveyed Spring, 1980
 3 - Surveyed Fall, 1980
 4 - Surveyed Spring, 1981

A - Offered Fall, 1979
 B - Offered Spring, 1980
 C - Offered Fall, 1980
 D - Offered Spring, 1981

* Information provided by ASD Secondary Education Department

Some of the problems that have made it difficult to offer culturally relevant courses for Native students are:

- 1) Often there were not enough students in a given school who could fit the course into their schedules. If a course did not have enough students enrolled to make it cost effective, it was not offered for that semester.
- 2) Elective cultural classes were sometimes scheduled at the same time as required courses that students needed to graduate.
- 3) Interested and qualified staff to teach culturally relevant courses have not been available at each senior high school.

In order to attempt to overcome these obstacles, consideration might be given to holding culture classes at a centralized location such as the Career Center. Classes could possibly be held after the regular school hours, either directly after school or in conjunction with the Evening High School. Under such an arrangement it is likely that there would be enough students to justify one or more culturally relevant elective academic courses. It is anticipated that both Native and non-Native students would enroll in these courses.

Offering courses in the cultures of Alaskan Native students could act as a motivating force for Native students to remain in school, as the subject matter would be perceived as directly relevant to their lives.

B. Native Sports and Games

Challenging and enjoyable, Native sports and games would be a positive addition to all levels of the physical education curriculum. In addition to the physical exercise these activities afford, they also have good potential for increasing inter-cultural appreciation and understanding. Non-Native students quickly learn to admire the difficulty of some of the sports and gain a new respect for the people who can do them skillfully.

West High School is at present the only school that offers these sports and games as a part of a P.E. course for credit.

It is recommended that the elementary, junior high, and secondary physical education instructors receive in-service in the teaching of Native sports and games, and that these activities be implemented as part of a credit course at the secondary level and as a part of regular P.E. offering at other levels.²

²The secondary Program of Studies makes provision for such a course to be offered under the title "recreational games", physical education course number 6665).

RECOMMENDATION V: TEACHER IN-SERVICE

Since all public school teachers in Anchorage are likely to have culturally different children in their classrooms, it is very important that they possess awareness of and skills in the area of teaching children from different backgrounds. Many teachers in the system have availed themselves of opportunities to make themselves more familiar with such skills. Many have not yet done so. For example teachers need to know that many Native children tend to learn best from experiential activities, from observation and from activities that encourage visualization. Also teachers need to be made aware of such factors as the fact that many children from rural areas feel that teachers speak too rapidly. Teachers should be familiar with the teaching styles that research has shown to be most effective with Native and other minority children. In-service in proven techniques like TESA (the acronym for Teacher Expectations and Student Achievement) is being proposed by Community Relations to be established as a Human Relations in-service course.

Ways must be found to provide this type of in-service to all teachers in the District. Courses such as the one that the Indian Education program has set up during the current school year must be offered in succeeding years. The continued receptivity and support by Staff Development and the District Administration to these efforts is vital.

RECOMMENDATION VI: COUNSELING

It is important that each student receive an update on his or her credit status each year. This was a recommendation of Native students themselves, as well as of the Indian Education counselors and the CINA counselors. Apparently this is not done routinely by the counseling departments in all secondary units. Many students are not aware that they can see their record folders with their accumulated grades and credits. Perhaps some consideration might be given to computerizing this information in order to make it readily accessible.

Another aspect of counseling is that students need to have guidance on the courses they need to take to graduate. They must be made aware of various course sequences and the importance of planning ahead as early as possible. They need specific information on both academic and vocational possibilities. One type of information students need is how to work a vocational sequence into a schedule and still get all the courses required for graduation. To assist with various aspects of the counseling program in addition to their current duties, it has been suggested that Indian Education program counselors share the prerogative of scheduling Native students' courses with the regular counseling staff. In addition, it would be helpful for Indian Education Program counselors to be trained on the computerized career information system now in place at each high school so that they could assist students in obtaining information contained within the system.

RECOMMENDATION VII: ATTENDANCE AND SUSPENSION POLICIES AND PROCEDURES

One of the areas that Native parents report having difficulty with is that of attendance procedures. Parents frequently do not understand why it is not possible to have legitimate absences excused. Not all schools provide detailed information in their student handbooks on topics that parents are uncertain about, which are reflected in questions such as: "If I pre-arrange an absence for my child, will the absent days still be counted against him?", "Will my child get credit for making up missed homework?", and "What can I do if I am unhappy about a suspension decision?".

Although all schools follow the same broad attendance policies, schools vary in their interpretation and application of the policies. A series of charts comparing the attendance procedures utilized by each of the secondary schools is included in the appendix. The charts were developed from the November 10, 1980 memorandum to the school board (ASD Memorandum #229). Although there may be a valid rationale for differing attendance procedures in each school, these must be clearly communicated to parents.

A number of problems can arise when parents do not understand the policy that all absences are accumulative but that extenuating circumstances are considered if a student acquires so many absences that withdrawal from classes or loss of credit is imminent. For example, parents have become upset when they obtained a physician's verification of illness for their child, but found that the absences could not be excused. Another problem ensued when a parent went to a school when a child was ill and obtained homework assignments from the teachers, which the child then completed at home. The parent learned, to his dismay, that the child was nevertheless placed on probation and told that if he missed any more school he would be out. It is hard for parents to understand why their student may be placed on probation even after the parent had attempted to secure a pre-arranged absence.

At least one school requires that parents telephone the school to notify the attendance clerk that the student will be absent. The telephone notification is supposed to be done before a certain time in the morning. This requirement is a hardship for low income families who do not have telephones. Parents have found that even if they are able to get to a neighbor to use the telephone and make the required call to the school, that their child may still be placed on probation.

Another aspect is that parents want to be notified when their children are missing classes. Parents have claimed that they are not always notified even after extensive skipping on the part of a student. Parents say that if they are not notified they cannot work with the student to rectify the problem. Parents sometimes learn of their child's absences after suspension has taken place. One of the contributing factors to this problem may be the way that absences are recorded in some schools.

Apparently, teachers do not always report absences to the school office, which then results in the office not notifying the parents of excessive absences, and the parents may not learn of them until report cards are issued or until the student's name is placed on a truancy list.

Many parents feel highly frustrated when they try to assist their children. Some have been told by school officials that nothing could be done because the school is "just following District policy". A parent who had tried to appeal a probation notice was given that response. If probation occurs and the student must miss school again, he or she may be suspended. Suspension results in missed classes and often causes the child to fall behind. Discouragement and the feeling that he or she will lose credits can result in dropping out.

Although it is important that high expectations be maintained for attendance of Native and all other students, clearly we must find ways to communicate these somewhat difficult to understand policies to parents. Several specific recommendations are listed after the following section on suspensions.

B. Suspension Policies

The chart on the following page shows the Alaskan Native and American Indian suspensions for the 1980-81 school year.

Table 8
Cumulative Suspensions
1980-81 School Year

	Alaskan Native & American Indian Student Population	Alaskan Native & American Indian Suspensions (Some counted More Than Once)
East High	133	66
Service/Hanshew	124	37
Bartlett	66	7
Chugiak/Gruening	89	4
West	156	9
Dimond/Mears	137	8
Steller	3	0
Central	55	9
Clark	102	17
Romig	75	7
Wendler	53	2
S.A.V.E. I	30	0
S.A.V.E. II/Search		39
Evening High		0
	TOTAL CASES	205
	INDIVIDUALS REPRESENTED	131

note: Cumulative Suspension Charts for all ethnic/racial groups are in the Appendix.

Although some students are suspended for reasons such as fighting or possession of illegal substances, some are suspended for extended or repeated absences. Several suggestions have been made by individuals who work extensively with Native students that may have bearing on the problem of absenteeism. These suggestions are:

(1) Allow students to withdraw without penalty from classes that they discover early in the semester to be unsuitable for them. Some students will skip a class that is too advanced for them when they realize they are "in over their heads".

(2) Examine the patterns of so called "selective skipping" of classes within a school to determine which classes are being skipped repeatedly by numerous students. Then try to determine if certain classes are skipped more than others. Investigate the students' reasons for skipping the most commonly avoided classes.

(3) Be sure that students and parents have adequate warning before students are suspended.

(4) Consider implementing an "in-house" suspension procedure. Some parents have advocated in-house suspension and detention because it could provide a strict working environment for doing homework, whereas out of school suspension usually causes a student to fall behind in his or her schoolwork.

(5) Standardize the appeal hearing procedures in all secondary schools in order to eliminate inequities. Procedures for the hearing of witnesses during suspension hearings should provide for maximum privacy and the greatest degree of protection possible for the student.

(6) Try to develop a positive approach to attendance wherever possible, i.e. positive recognition of those students who have attended all of their classes for 20 consecutive days.

(7) It has been suggested that attendance reports as well as report cards should be mailed rather than given to the student to take home. Rather than informing his or her parent they have been skipping or failing classes, students tend to "forget" notices in a locker or a pocket.

(8) More complete information on how the absence process is administered needs to be included in student handbooks. Each handbook should include the student grievance procedure, and a description of the policy that all absences are accumulated, while excuses are only considered at the ten absence mark.

(9) Parents may or may not receive student handbooks. Other ways to communicate absence related procedures to parents should be developed. Parents would like to know for example what grievance procedure they should follow if they have an unresolved problem, and at what point they can expect to be notified if their student is missing classes.

(10) Preferably, the Indian Education program counselor should be notified prior to a Native student being withdrawn from class or from school and time allowed for the counselor to work with the student. This would be to supplement, not to replace, the work of the regular counselors.

OTHER DISTRICT PROGRAMS

Although this report has concentrated upon areas that appear to need improvement, it is important to note the many strong positive efforts being made over the years by persons who work on a regular basis with Native students. Without their concerted and dedicated efforts, the academic skill levels and the attrition rates of Alaskan Native students would surely be more severe.

Important efforts undertaken by the District which assist secondary level Native students are the Indian Education Program, the Bilingual Education Program, the C.O.R.E. Program at West High, and the S.A.V.E. I and II Programs. These programs actively serve a number of Native students.

At the elementary level, Title I and the Indian Education program tutors provide supplementary academic assistance. Also classrooms in each elementary school are now utilizing the fourth grade Native culture curriculum as a part of their social studies instruction.

Included on the next page is a chart (Table 9) which illustrates supplemental programmatic areas of concentration that impact Native students at the secondary level.

With all of the consideration of supplementary programs, we cannot underestimate the paramount importance of the individual classroom teacher. More than anyone else, classroom teachers have the most regular and sustained contacts with students. Teachers are the key people upon whom we depend for early diagnosis of academic difficulty, for motivating the students and for remediation of the individual student's problems.

Table 9

SECONDARY SUPPLEMENTAL
RESOURCE PROGRAMS
AND ALTERNATIVE SCHOOLS

	1981-82 NATIVE STUDENT ENROLLMENT	<u>SCHOOLS</u>
Gifted & Talented	1	All High Schools*
CORE	49	West
REAP	32	East
School-Within-a-School	8	East
Bilingual Secondary	59	Central, Clark, Romig, Chugiak, Dimond, East, Service, West
IEA Resource Rooms	129**	Clark, East, West
IEA Tutors	55	Central, Wendler, Romig
IEA Counselors	834**	Clark, East, West, Service, Dimond, Chugiak
	27	SAVE I
	24	SAVE II
	7	Steller
	16	Search
	0	Evening High School
CINA Tutors	741***	Bartlett, Chugiak, Dimond, East, Service, West

* Enriched Intensive Studies Institute (EISI)

** First Quarter Figures

*** 1980-81 Figure

POSSIBLE AREAS FOR FURTHER RESEARCH

In order to provide a more complete bank of information upon which to base educational policy decisions, there are several areas which would bear more in-depth research than was possible within the scope of this report. Some of these areas are:

1. The relationship between patterns of attendance and subsequent dropping out.
2. Characteristics of potential drop outs.
3. The relationship between standardized test scores and subsequent dropping out.
4. The relationship between grades and dropping out.
5. Effective teaching techniques in working with minority students.
6. Learning styles of culturally different youth.
7. Ascertaining the number of ASD staff who have taken cross-cultural coursework.
8. Determining the success of the various alternative schools and supplemental programs.
9. Characteristics of successful minority youth.
10. The relationship between student achievement and length of time enrolled in Anchorage public schools.

CONCLUDING STATEMENTS

The rapidly expanding economy of the State of Alaska has room for each of its citizens. However, in order for each individual to be productive, the educational system must equip each young citizen with the skills needed to make a living. The very difficult task of assessing the unique needs of particular groups of the school constituency and responding perceptively to these needs is vital to both the success of public educational systems and to the success of the broader society.

The recommendations contained within this report, while focusing upon the Alaskan Native student populace, will, if implemented, benefit the entire student population either directly or indirectly. It is hoped that the readers of this report will look upon its contents not as a criticism of programs, schools, or leadership but instead will view it as a vehicle for stimulating discussion and as a foundation for future educational decisions.

APPENDIX

NATIVE EDUCATIONAL CONCERNS:

A POSITION PAPER

Submitted To:

The Anchorage School District Administration

Submitted By:

The Anchorage Native Caucus
The Native Education Coalition.

June 20, 1980

NATIVE EDUCATIONAL CONCERNS:

A POSITION PAPER

Introduction

The purpose of this position paper is to present our concerted opinions about issues that critically affect the education of our Native young people. One of every twelve students in the Anchorage School District is an Alaska Native, yet this number could be even greater if our children did not become alienated from the educational system. Alaska Native students comprise approximately 8.1% of the population of the Anchorage School District, or nearly 3,000 students in grade K-12. Nevertheless, in the spring of 1979, there were only 76 Native graduates from Anchorage high schools. This represents fewer than 50% of the Native students who entered the ninth grade in 1975.

An attrition study conducted by the Indian Education program in 1978 further revealed that 15% of the Native students who were sixth graders in 1974-75 did not even enter the eighth grade, and 32% of the Native students who were eighth graders in 1974-45 left before the tenth grade. The pattern was repeated throughout the high school years, with a loss of 32% of the remaining Native students between grades 11 and 12 in 1976. This loss contrasts with a non-Native attrition rate of 18% between grades 11 and 12 during the same year.

Other evidence indicates that the Native students who leave the Anchorage schools are for the most part not graduating from high schools elsewhere in the State, since the Native student attrition rate for the State as a whole is even more discouraging. For example, 38% of the Native students who entered the eighth grade in Alaskan schools in 1973 failed to graduate with their class in 1978.

We offer the following outline of our concerns, the bases for them, and several recommendations for actions to be taken. The conclusion specifies a timeframe for response from the Anchorage School District Administration.

Dropping Out

Our greatest concern is the relatively large number of Native young people who drop out of high school, junior high and even elementary school. We recognize that some of these students go on to receive their G.E.D. certificates or to enroll in vocational-technical training programs. But it is essential that more follow up work be conducted to find out why so many Native students drop out each year and what happens to them afterwards.

NATIVE EDUCATIONAL CONCERNS: A POSITION PAPER
Page two

We want the Anchorage School District to conduct a survey over at least two years to ascertain why sixty-six percent of Alaska Natives in Anchorage high schools do not graduate. In addition, we want the District to identify the factors which contribute to the successful graduation of other Native students. We believe the use of successful students as models can help bring lower achievers up to par. In all schools, there is an urgent need for more Alaska Native role models whom students can look up to.

Test Scores

It is generally recognized that the total Anchorage School District population consistently scores above average on the national Iowa Basic Tests. Yet Native students continue to score lower in comparison to students in general.

Are the Iowa Tests culturally biased? Certainly the emphases on written communication in English and examples from the predominantly Anglo middle class pose difficulties for many Native students. We believe that children from different cultural backgrounds do not necessarily learn in the same ways; nor do they necessarily organize knowledge in the same ways. Furthermore, we believe that undue trust must not be placed in test scores, when it comes to evaluating the success of culturally different children in District-wide programs.

The Anchorage School District needs to investigate the factors contributing to low test scores of many Native students. At the same time there is need to identify the characteristics of students who score higher so that we can determine how to improve learning opportunities for all students, particularly Native students, in the public schools. We need to learn more about programs such as Cook Inlet Native Association's (CINA) Saakaaya preschool, which recently reported above average standardized test scores for nearly all of its students.

Cultural Well-Being

Our students want special cultural classes scheduled so that they do not conflict with regular classes, especially classes which are required for graduation. On the other hand, our students want special cultural classes scheduled so that they do not conflict with popular elective classes, particularly those in art and music. Students want more courses in the heritage and traditional activities of different Alaska Native groups, as well as information relating to the Alaska Native Claims Settlement Act.

Teachers and other support staff need specific inservice training in order to better assist Alaska Native students in their respective schools. In some parts of Anchorage, the need for such training is critical, due to a large Native student population.

NATIVE EDUCATIONAL CONCERNS: A POSITION PAPER

Page three

Schools must begin to include Alaska Native materials in all curricula--particularly social studies, language arts, physical education, and the creative arts. Although we know that the Anchorage School District has hired a multi-cultural curriculum development specialist, we do not know what this person has done to incorporate Alaska Native materials into the overall curriculum. We believe it is essential for the district-wide curricula to include substantial political and cultural Alaska Native Studies.

Alternative Programs

Fortunately, some Native students who give up on the traditional school programs subsequently pursue their education in the Anchorage School District's alternative programs, such as SAVE I and II, SEARCH, and especially the "CORE" at West High School. This program provides individualized attention and an emphasis on the development of self-esteem. We believe that this program has contributed to a greater number of Native students graduating from West High School since its establishment in 1972.

Unfortunately, alternative programs offer only short-term or intermediate solutions to the long-standing problems of Native students attending Anchorage schools. The ultimate goal is to amend the current system to provide better education for Native students in both "status quo" and alternative programs.

To elaborate, we are very concerned about the possible negative effects of the entire ABC Program on Native young people. The dress code, homogenous instructional style, corporal punishment, authoritarian administrative structure, and curriculum itself create serious objections among many Native parents. More important, we want to see additional efforts to inform Native people about all programs and to solicit their input, especially in the developmental stages.

We would like to request a study of Native students' success in the various alternative school programs, beginning with the CORE Program. We need a factual foundation for expanding certain programs and changing others, based upon whether they facilitate opportunities or create additional obstacles in the education of our Native students.

Content of Instruction

Wherever Alaska Native students comprise eight percent or more of the school's population, there should be comparable Native parent and community involvement in the selection and evaluation of schoolwide classroom material. Two ways to obtain this involvement are through the Native Education Coalition and open hearings with Native people from the area. We are concerned about materials which omit any mention of Alaska Natives' legal battle for their land and other aboriginal rights. Our young people are adversely affected by all materials which overlook Native contributions, both past and present, to the growth of Alaska.

NATIVE EDUCATIONAL CONCERNS: A POSITION PAPER
Page four

Direct Native Involvement in Education

It is heartening to see more Natives employed in the public school system. Nevertheless, we need greater numbers of Alaska Native teachers, counselors, administrators, advisors, and school officials. Even though the Anchorage School District is only a few percentage points away from its overall minority hire goal, within all job categories, the percentages of Natives hired are far below the percentages of Native students in the schools. Blacks and other minorities still fill a disproportionate number of positions. The Anchorage School District should set monies aside so that an active recruiting system can be initiated for the hiring and training of Native applicants.

The Citizens Advisory Educational Concerns Committee (CAECC) was originally established as a channel for the voices of minority citizens to help them be heard by the School District Administration and School Board. We believe that Native membership on this Committee should be proportionate to Native student enrollment in the Anchorage School District. During the 1979-80 school year, the Committee included five Blacks, one Hispanic, five Anglos and only two Native representatives, despite the fact that Native children are the largest minority group in the city. We believe this imbalance should be corrected as soon as possible as prescribed in the CAECC guidelines.

Conclusion

Thirty (30) days from this date, we would like to formally request a written and oral response from Dr. Peper, Superintendent of the Anchorage School District with respect to the concerns expressed herein. Contact should be made with the following persons:

Bert Campbell, President
Anchorage Native Caucus
P.O. Box 3534
Anchorage, AK 99510

Phone 264-7730

Chuck Katasse, Chair
Native Education Coalition
1057 W. Fireweed Lane
Anchorage, AK 99503----

Phone 278-4641 ext. 275

CK:cg



ANCHORAGE
SCHOOL DISTRICT

4600 DeBart Avenue - Anchorage, Alaska

99504

AREA CODE 907-333-9561

July 1, 1980

Alaska Native Caucus and
Native Education Coalition
1057 West Fireweed Lane
Anchorage, Alaska 99503

Dear Caucus and Coalition Members:

Thank you for meeting with me on Friday, June 20, 1980 to discuss the concerns which you have for the education of native students as presented in your Native Educational Concerns position paper. I have noted your desire to have a response in a timely manner and I am therefore responding to your concerns in the same sequence you presented them in your position paper. These concerns are as follows:

Native Student Dropout

We are concerned about the problem of natives dropping out of the educational process at all grade levels and we also recognize the need to update the data which is available on native student dropouts. We will take the necessary steps to develop research data relative to this problem and make it a priority for this next school year. Hopefully this data will give us a basis for analyzing some of the reasons why native students leave the system.

Test Scores

The District is concerned, as you are, with the performance of natives on standardized tests. During the 1979-80 school year the District identified those students in the lower quartile on test performance and asked principals to give specific attention to their needs. Some native children were served during the 1979-80 school year in the tutorial program. In addition, many of these children are served through Indian Education and Bilingual programs. The District currently is analyzing items on the standardized tests to determine how native students performed on each of the items. A Basic Skills Committee has been formed to study this data and select mastery skills programs to address the deficits which are identified. Teachers will subsequently be trained to use these mastery skills techniques in meeting the needs of students.

Cultural Well-Being

We agree that the District curricula should include political and cultural information about Alaska natives. We will want to assist you in examining the curriculum to determine relevance to native cultural concerns. I might add that currently a Multi-Cultural Advisory Committee which has native representation is examining course offerings to determine to what extent the cultural concerns of natives are being met. We will ask principals at the secondary level to review course scheduling to address your concerns for students being able to take elective courses offered in native culture. We can, during the 1980-81 school year, address your concern for inservice training for teachers to assist native students.

Alternative Programs

I have particularly noted your concern that natives be informed concerning alternative programs and to solicit their input in developmental stages. A comprehensive plan for alternative education in the District has been completed and will be presented to the Board on July 14, 1980 for review. These procedures were developed by a committee which had native representation. One of the recommendations of the committee is that a public education program be conducted periodically to inform the community of various optional programs available in the District. The ABC program will be monitored very carefully during the 1980-81 school year to determine how minorities adjust and perform in this particular educational setting. The District will need to examine the effect of all alternative programs on native students.

Content of Instruction

I have noted your concern for more involvement and native representation in the selection and evaluation of curriculum materials. We will continue to make every effort this next year to include appropriate native representation on the curriculum committees.

Direct Native Involvement in Education

We share your concern for the employment of natives in the school system and we will target this matter for the 1980-81 school year.

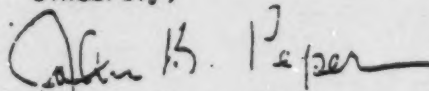
Alaska Native Caucus and
Native Education Coalition
Page Three
July 1, 1980

Regarding your reference to representatives on advisory committees please be advised that I do plan to make recommendations to the Board to address this concern and to seek appropriate native representation.

It is my intent to appoint a committee to systematically analyze and suggest remedies for the concerns which you have raised. This committee will cooperate with other committees and agencies of the District to address the concerns which you have outlined in your position paper.

In closing, let me assure you that we want to cooperate in mutually finding solutions for improving educational advantages for native youth.

Sincerely,


John B. Peper, Ed.D.
Superintendent

JBP/lr



October 22, 1980

John B. Peper, Ed. D.
Superintendent
Anchorage School District
4600 DeBarr Road
Anchorage, AK 99504

Dear Dr. Peper:

Thank you for your letter of July 1, 1980, in answer to our Position Paper. We look forward to receiving periodic updates on the drop-out study and efforts to improve the hiring and training of persons who assist Native students. After reviewing your comments, we would like to submit the following recommendations:

Dropouts

We request information on exclusively Native schools and programs which have successfully lowered drop-out rates. As an example, we would like to know more about Little Big Horn, a school within a school, in Chicago, Illinois and the Seattle, Washington special school for Native Dropouts.

We also request that the Anchorage School District (ASD) develop research data on the drop-out problem in the following manner:

1. A competent consultant should develop the drop-out study plan.
2. The drop-out study should include a questionnaire, developed with our input for Native students now attending classes. We believe our input is necessary to the dropout study to help ensure the following:
 - A. Nondiscrimination
 - B. Student anonymity

RECEIVED

OCT 22 1980

A. S. D.
SUPT. OFFICE

Letter to: John B. Peper, Ed. D.

- C. Delivery of the questionnaire through Native counselors and others.
- D. Inclusion of students in the study via parental permission slips.
- E. The dropout study should be conducted on the basis of age as well as grades in school, since some students from rural villages may be older than their peers.

In order that the study does not prove too costly, we suggest random samplings of third, sixth and eighth grades consisting of six elementary schools and a sampling of all junior highs and all senior high schools with high Native populations. Also included in the questionnaire should be a survey of student attitudes toward teachers and peers.

Cook Inlet native Association (CINA) recently conducted a survey of Native parent's interest in education. The survey asked the Native students response regarding their parents interest in education, and they stated their parent's' attitude concerning education was overwhelmingly positive.

Test Scores

We request a report on how Native students perform on each item of the Iowa Test of Basic Skills with a breakdown according to age and grade so we can correlate the dropout rate at certain grade levels with ages. We, also, ask that a Native person, preferably a Native teacher, be recommended to sit on the Basic Skills Committee which has been formed to study this data.

Cultural Well-Being

In order for teachers to better understand Native people, we desire an upgrading of in-service training on Alaska Native cultures. A suggestion would be to utilize CINA's Education Department for possible instructors. Regarding the Multi-cultural Advisory Committee, we would like a list of the Native representatives.

To our knowledge, there are only thirteen Native teachers in the Anchorage School District out of approximately nineteen hundred teachers. We request this be remedied to include more Native Teachers to act as role models for our children as well as job opportunities. Due to the fact that the Alaska Native Land Claims Settlement Act (ANSCA) is a part of Alaska history, we feel that the book by Robert Arnold, titled Alaska Native Land Claims should be made a required course within the Anchorage School District's curricula. Too many people

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Letter to: John B. Paper, Ed. O.

do not know why they can't hunt or fish on certain lands, or why the Natives receive land and monetary settlements and caucasians and other minorities do not. This course would give a better understanding of how the Alaska Native Settlement Claims Act has affected Alaska's destiny.

C. Margo Simm's study on Native folklore as a medium for reading instruction and Dr. Bill Moore's study on the effects of teaching culturally relevant materials to Native students in Nome could provide further information on the importance of Native cultures for positive development in Native students.

Alternative Programs

We would suggest a Native Student Advisory Committee be formed to assist the District in their quest to examine the effect of all alternative programs on Native students. These students to be chosen from high schools with high Native populations.

In your response, you mentioned Native representation on another committee regarding alternative programs; we would like to request the name of this person. Finally, we concur with your recommendation to periodically inform the public of various education programs available in the District.

Contents of Instruction

We would appreciate being invited to give input on Native representatives for curriculum committees. In addition, we request that any new information on curricula about Natives be submitted to the Native Education Coalition (NEC) for review.

Direct Native Involvement In Education

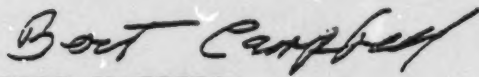
We are still very concerned about non-Native minorities being used to reach minority hire goals within the Anchorage School District. Again, we request that you address this problem immediately. During our June 20, 1980 meeting you suggested the possibility of a revised screening process for Alaska Native applicants. How will this be accomplished?

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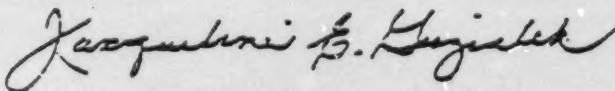
Letter to: John B. Peper, Ed. D.

We are looking forward to your response and will willingly work with the Committee which you have appointed to systematically analyze and suggest remedies for these concerns. We thank you in advance for your cooperation in addressing the Native student's needs and anticipate positive results from our joint efforts. The Anchorage Native Caucus and Native Education Coalition look forward to a joint meeting with you on November 7, 1980, to discuss your comments to this letter and other joint concerns.

Sincerely,



BERT CAMPBELL
President
Anchorage Native Caucus



JACQUELINE E. GUZIALEK
Task Force Chairman
Native Education Coalition

BC:JG:clg

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Anchorage School District

DIRECTIONS:

READ THIS TO THE INTERVIEWEE PRIOR TO ASKING QUESTIONS

The Anchorage School District is trying to find out how to improve its educational programs for Native students.

You are being asked to answer a series of questions. Your answers will be very helpful.

You may not wish to answer some of the questions. Your right to answer or not answer is guaranteed by law.

Simply tell me(the interviewer) when you don't want to answer a specific question and your wish will be followed.

The information you choose to give may be used later to help change School District programs, but you can be sure that your privacy will not be violated in any way.

DIRECTIONS:

Try to establish a good environment for the interview. It is best that you interview the student alone rather than in the presence of friends or family members. Strive for a place without noise or distractions, like TV, or conversations.

Tell the student it should take about 30 minutes for you to ask him the questions.

Read the questions to the student and mark the answer sheet to reflect the responses.

Questions:

1. Do you consider yourself to be:

- | | |
|--------------------|-------------------------------|
| 1. <u>5</u> Aleut | 3. <u>14</u> Indian |
| 2. <u>5</u> Eskimo | 4. <u>5</u> None of the above |

2. What was the highest grade your father completed in school?
(circle the answer)

- | | | | | | | | | | | | | | | | |
|----------------------|---|---|---|-----|-----|---|-----|-----|-----|-----|-----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | | | | (1) | (4) | | (2) | (3) | (3) | (1) | (6) | | | | |
| 17 Don't know
(7) | | | | | | | | | | | | | | | |

3. What was the highest grade your mother completed in school?
(circle the answer)

- | | | | | | | | | | | | | | | | |
|----------------------|---|---|-----|-----|-----|---|-----|-----|-----|-----|-----|----|----|-----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | | | (1) | (1) | (2) | | (3) | (3) | (3) | (2) | (4) | | | (1) | |
| 17 Don't know
(5) | | | | | | | | | | | | | | | |

4. In which Native Regional Corporation is your family enrolled?

- | | | |
|----------------------|----------------------------|--------------------------|
| 1. <u>1</u> Nana | 5. <u> </u> Chugach | 9. <u>5</u> Cook Inlet |
| 2. <u>2</u> Doyon | 6. <u>2</u> Koniag | 10. <u>1</u> Aleut |
| 3. <u> </u> Calista | 7. <u>2</u> Arctic Slope | 11. <u>2</u> Sealaska |
| 4. <u>5</u> Ahtna | 8. <u>3</u> Bering Straits | 12. <u>3</u> Bristol Bay |
| 13. <u> </u> | 13th | 14. <u>3</u> Don't know |

5. Did you attend elementary school in Anchorage? 1 22 Yes 2 6 N
(if "No", skip the next question) 1 = Unknown
6. Which elementary grades did you attend in Anchorage.
(circle answers) (11)(14)(16)(17)(19)(21)
1 2 3 4 5 6
7. Which elementary grades did you attend outside of Anchorage?
(circle answers) (11) (9) (6) (7) (6) (9)
1 2 3 4 5 6
8. Did you attend junior high in Anchorage? 1 21 Yes 2 7 No
(if "No", skip next question) 1 = Unknown
9. Which junior high grades did you attend in Anchorage?
7 8 9
(19)(16) (12)
10. Which junior high grades did you attend outside of Anchorage?
7 8 9
(5) (10) (9)
11. Did you attend high school in Anchorage? 1 26 Yes 2 2 No
(if "No", skip next two questions) 1 = Unknown
12. Which high school grades did you attend in Anchorage?
9 10 11 12
(21) (21) (12) (6)
13. Which high school did you attend in Anchorage?
(check all high schools attended)
- | | | | |
|----------------------|---------------------|-----------------------|--------------------|
| 1. <u>6</u> West | 4. <u>1</u> Dimond | 7. <u> </u> Stellar | 10. <u>1</u> SEA |
| 2. <u>4</u> East | 5. <u>1</u> Service | 8. <u>6</u> SAVE I | 11. <u> </u> Oth |
| 3. <u>3</u> Bartlett | 6. <u>1</u> Chugiak | 9. <u>1</u> SAVE II | <u> </u> |
14. Which high school grades did you attend outside of Anchorage?
9 10 11 12
(3) (4) (3) (1)

15. Who did you live with while going to school in Anchorage?

- | | |
|-------------------------------|----------------------------|
| 1. <u>23</u> Parents | 4. <u> </u> Friends |
| 2. <u> 2</u> Other relatives | 5. <u> 1</u> Foster home |
| 3. <u> </u> On your own | 6. <u> 1</u> Others _____ |
- 2 = Unknown

16. On a scale of 1 to 10, with 10 being the very best, which of the following classes have you found to be most useful?

N = number of respondents	N	M	1. <u>8.1</u> English	N	M	5. <u>6.1</u> Art	N	M	9. <u>7.3</u> Vocational	N	M	13. <u> </u> Oth
	20			20			13					
	11		2. <u>5.6</u> History	17		6. <u>5.0</u> Music	11		10. <u>8.6</u> Business			
M = average of responses	22		3. <u>7.8</u> Math	12		7. <u>6.5</u> Shop	10		11. <u>7.0</u> Clerical			
	19		4. <u>5.6</u> Social Studies	20		8. <u>6.7</u> P. E.	13		12. <u>5.7</u> Language			

17. On a scale of 1 to 10, with 10 being the most difficult, which of the following classes did you find to be the hardest for you

N	M	N	M	N	M	N	M
20		15		11		3	
1. <u>5.3</u> English		5. <u>2.8</u> Art		9. <u>2.7</u> Vocational		13. <u>6.0</u> Oth	
20		17		9		10	
2. <u>5.5</u> History		6. <u>3.8</u> Music		10		3. <u>3.8</u> Business	
19		10		10		11. <u>4.5</u> Clerical	
3. <u>5.3</u> Math		7. <u>3.5</u> Shop		12. <u>5.0</u> Language			
20		17		11			
4. <u>4.9</u> Social Studies		8. <u>2.3</u> P. E.					

18. If you had difficulty in keeping up in class, did you ever ask others to help you? 1. 19 Yes 2. 10 No
(if "No", skip next question)

19. When you asked others to help you in your studies, please rate the help you got from each of the following people. Use a scale of 1 to 10, with 10 being the most helpful.

	M	N
1. Teachers	<u>5.5</u>	20
2. Native students	<u>5.4</u>	17
3. Non-native students	<u>5.2</u>	13
4. Academic counselors	<u>6.2</u>	17
5. CINA counselors	<u>7.0</u>	17
6. CINA tutors	<u>5.3</u>	11
7. Indian Ed. Counselors	<u>4.5</u>	14
8. Parents	<u>5.3</u>	18
9. Others _____	<u>5.1</u>	9

20. During high school in Anchorage, did Anchorage School District counselors help you with career planning or vocational planning? 11 Yes 17 No

0= Unknown

21. During high school in Anchorage, did Anchorage School District counselors talk to you about the job skills you would need to find a job? 11 Yes 17

1= Unknown

22. Would special classes in the following basic skills have helped you to perform better in your schoolwork during high school in Anchorage? Unknown

1. Reading	<u>21</u> Yes	<u>7</u> No	1
2. Language/Communication	<u>21</u> Yes	<u>7</u> No	1
3. Mathematics	<u>20</u> Yes	<u>8</u> No	1
4. Bilingual Education	<u>18</u> Yes	<u>10</u> No	1
5. Study skills (how to use library how to do reseach)	<u>20</u> Yes	<u>8</u> No	1

23. While you were in high school in Anchorage, did you know about the following programs? Unknown

1. Title I	<u>4</u> Yes	<u>23</u> No	2
2. Bilingual education	<u>15</u> Yes	<u>12</u> No	2
3. Evening high school	<u>16</u> Yes	<u>11</u> No	2
4. CORE	<u>9</u> Yes	<u>17</u> No	1
5. REAP	<u>3</u> Yes	<u>22</u> No	4
6. SEARCH	<u>19</u> Yes	<u>7</u> No	3
7. SAVE I	<u>22</u> Yes	<u>4</u> No	3
8. SAVE II	<u>22</u> Yes	<u>4</u> No	3
9. Stellar	<u>15</u> Yes	<u>12</u> No	2
10. Boothe Home	<u>7</u> Yes	<u>19</u> No	3
11. Career Center	<u>12</u> Yes	<u>3</u> No	3

24. If you participated in any of the following programs while in high school in Anchorage, how do you rate them on a scale of 1 to 10, with 10 being the most valuable?

	<u>M</u>	<u>N</u>
1. Title I	<u>1</u>	1
2. Bilingual education	<u>2.5</u>	6
3. Evening high school	<u>5.5</u>	6
4. CORE	<u>4.0</u>	3
5. REAP	<u>2.5</u>	2
6. SEARCH	<u>5.5</u>	6
7. SAVE I	<u>8.0</u>	10
8. SAVE II	<u>8.0</u>	9
9. Stellar	<u>6.5</u>	2
10. Boothe Home	<u>2.5</u>	2
11. Career Center	<u>8.8</u>	13

25. Did you participate in extra-curricular activities during high school in Anchorage? 4 Yes 22 No

(if "No", skip the next question) Unknown = 3

26. Rate your interest on a scale of 1 to 10, with 10 being the most interesting; in the following activities.

	<u>M</u>	<u>N</u>
1. School clubs	<u>3.8</u>	11
2. Jr/Varsity sports	<u>5.5</u>	10
3. Band/orchestra/chorus	<u>5.5</u>	12
4. School dances	<u>5.5</u>	16
5. Attending sports events	<u>5.5</u>	12
6. Attending student plays	<u>5.0</u>	13
7. Student government	<u>4.3</u>	13
8. Native games	<u>9.0</u>	16
9. Native cultural clubs	<u>7.5</u>	16
10. Human relations retreats	<u>7.5</u>	14

27. While in high school in Anchorage, did you know about the following?

1. Alaska Native Culture Clubs	<u>16</u> Yes	<u>12</u> No
2. Native Emphasis Week	<u>16</u> Yes	<u>12</u> No
3. Native Counselors	<u>22</u> Yes	<u>6</u> No
4. Native Olympics	<u>21</u> Yes	<u>7</u> No
5. Human Relations Retreats	<u>6</u> Yes	<u>19</u> No

28. While in school in Anchorage, did you participate in the following programs?

1. Alaska Native Culture Clubs	<u>6</u> Yes	<u>19</u> No
2. Native Emphasis Week	<u>8</u> Yes	<u>18</u> No
3. Native Counselors	<u>10</u> Yes	<u>16</u> No
4. Native Olympics	<u>5</u> Yes	<u>21</u> No
5. Human Relations Retreats	<u>5</u> Yes	<u>22</u> No

29. While in high school in Anchorage, would you have been interested in taking the following courses for credit, if they had been offered?

1. Alaska Native History and Culture	<u>23</u> Yes	<u>2</u> No
2. Alaska Native Land Claim Settlement Act	<u>21</u> Yes	<u>4</u> No
3. Instruction in your native language	<u>20</u> Yes	<u>3</u> No

30. While in high school in Anchorage, would you have been interested in getting credit for a job (work-study program) if it had been offered?

<u>22</u> Yes	<u>1</u> No
---------------	-------------

31. In your own words, would you please tell me why you decided to drop out of school?

(see item in report)

32. On a scale of 1 to 10, with 10 being the strongest, please rate how strong the following factors were in influencing your leaving school.

	<u>M</u>	<u>N</u>
1. Requirement to work to support family or self	<u>5.0</u>	15
2. Attendance requirements	<u>6.5</u>	16
3. Problems with other students	<u>2.7</u>	15
4. Problems with grades	<u>7.5</u>	16
5. Problems with credits	<u>8.3</u>	18
6. Dress code	<u>1.4</u>	13
7. Transportation problems	<u>1.4</u>	12
8. Problems with teachers	<u>4.3</u>	11
9. Other problems at home	<u>6.5</u>	12
10. Other school rules	<u>2.5</u>	16
11. Size of high school	<u>2.5</u>	14
12. Prejudice against Natives	<u>5.8</u>	15
13. Other factors _____	<u>7.0</u>	9

33. Did you talk to any of the following people about leaving school ?

1. Parents	<u>13</u> Yes	<u>8</u> No
2. Other students	<u>13</u> Yes	<u>8</u> No
3. Teachers	<u>2</u> Yes	<u>20</u> No
4. CINA Counselors	<u>6</u> Yes	<u>15</u> No
5. CINA Tutors	<u>2</u> Yes	<u>19</u> No
6. Indian Educational Counselors	<u>4</u> Yes	<u>17</u> No
7. School Administrators	<u>6</u> Yes	<u>15</u> No
8. Drop-outs	<u>7</u> Yes	<u>14</u> No
9. Brothers/sisters	<u>9</u> Yes	<u>12</u> No

34. Which of the following statements best describe your parents' feelings about your going to school?

(present card to interviewee and read it)

1. 12 They gave me a lot of encouragement to stay in school.
2. 7 They gave me some encouragement, but not too much.
3. 4 They didn't discuss it with me.
4. 0 They did not encourage me to stay in school.
5. 0 They encouraged me to quit school.

6 = Unknown

35. During the first year that you dropped out of school in Anchorage, which of the following statements best describes your activities? (present card and read it to interviewee)

1. 4 Enrolled in another high school
2. 4 Enrolled in GED program
3. 3 Enrolled in training program
4. 0 Enrolled in college
5. 5 Got a job or looked for work
6. 3 Joined the military
7. 1 Stayed at home

9 = Unknown

36. If you went to work, how long did it take you to get a job?

(present card and read it to interviewee)

1. 4 Had a job and continued to work it
2. 4 One week
3. 4 One month
4. 3 Three months
5. 4 Six months
6. 0 Nine months
7. 0 One year

10 = Unknown or not working

37. Have you received a high school diploma since you dropped out of high school in Anchorage? 5 Yes 17 No

(if "Yes", skip next two questions)

6 = Unknown

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38. Have you received a GED certificate? 10 Yes 15 No
39. Are you enrolled in a GED program? 7 Yes 17 No
40. Do you plan to obtain a high school diploma or a GED ?
15 Yes 5 No

41. What do you do for a living? (Narrative)

(see summary in report)

42. What is your job? (see summary in report) _____

43. Is your job: 10 full time? 42 part-time?

44. Is your job: 9 permanent? 6 temporary?

45. Which of the following statements best describe your own experience in trying to get a good job without having your high school diploma? (present card and read it to interviewee)

1. 3 It's almost impossible
 2. 8 It's very hard
 3. 6 It isn't too hard
 4. 2 It's very easy
 5. 0 I don't know
- 10 = Unknown or not working

46. On a scale of 1 to 10, with 10 being the very best, please rate your relationship with these people when you were in an Anchorage high school.

	M.	N
1. Indian Education Counselors	<u>7.8</u>	11
2. Academic counselors	<u>5.2</u>	11
3. CINA counselors	<u>8.5</u>	12
4. CINA tutors	<u>8.0</u>	6
5. Teachers	<u>5.3</u>	16
6. School administrators	<u>5.3</u>	13
7. REAP tutors	<u>5.5</u>	5
8. Bilingual tutors	<u>5.5</u>	6

47. If you gave a rating of less than five(5) to any of the people on the last question, please tell me why.

Most frequent response: Had no contact with them.

48. On a scale of 1 to 10, with 10 being the very best, please describe your relationship with these other groups during high school in Anchorage.

	<u>M</u>	<u>N</u>
1. Other Native students	<u>8.2</u>	20
2. White students	<u>5.2</u>	18
3. Black students	<u>4.8</u>	18
4. Hispanic students	<u>4.7</u>	15
5. Asiatic/Oriental students	<u>2.1</u>	15

49. If you gave any rating less than five(5) to any of the groups in the last question, please tell me why.

Most frequent response: Did not know too many.

50. When you think about your experience in Anchorage schools would you call it:

1. 4 Good
2. 12 Fair
3. 5 Bad 8 = Unknown

51. While you were in an Anchorage high school, did you experience any problems just because you were a Native?

(if "No", skip the next question) 7 Yes 14 No

Since you answered " Yes", please tell me about it.

52. ^{See next page.} How do you now think that Anchorage teachers could be better trained to deal with Native students? Most common response: Training to understand the culture or situations where they are coming from.

53. What would you change about the Anchorage schools to help Native students be more successful in high school?

Sample responses:

- Smaller classes, less students,
- Encouragement
- Need the teachers to change attitudes and be more supportive of the students.
- Attitudes, removing of the stereotype that Natives can't learn.
- More classes that are more about the cultures, and race relations classes-assistance to adapt in a school setting.

ALASKA NATIVE DROPOUTS
NARRATIVE REPORT

51. Q: While you were in Anchorage schools, did you experience any problems just because you were a Native? If you answered "Yes" please tell me about it.

Responses:

Didn't get along with other groups or kids.

I never had any problems. I look white, so they don't know I'm Native. Even after they found out I didn't have any problems.

It's like being an odd ball around a different cultural conception. I can't say I hated the people, I just didn't like some of their attitude.

Yes, some problems due to the prejudice. I felt that I should have been more outgoing. If I could ignore the prejudice I'd have done better.

None, because I ignored any of it if it was present and went about my own business.

Yes - got into fights just because I was a Native. Mostly defending myself. There were some prejudice people. You can see and feel it in the school. Both students and teachers (some of them). You could tell the teachers are prejudice by the way they treated you differently than other students.

Yes - the teachers (white) always hassled you. My history teacher always hassled me. Couldn't talk to white students. I would like to go to school down in the states. Too crowded in the schools here in Anchorage.

Yes, as soon as they found out I was part Native I was ignored.

Yes, prejudice because I was Native.

No, not much other than lack of help from teachers.

ANCHORAGE SCHOOL DISTRICT

SCHOOLS WITH THE LARGEST ALASKAN NATIVE ENROLLMENT
JANUARY, 1982

ELEMENTARY SCHOOLS

Mountain View	117
Denali	110
North Star	58
Williwaw	56
Willowcrest	54
Fairview	50
Inlet View	45
Tudor	40
Russian Jack	36
Chinook	34
Wonder Park	33
Ocean View	32

JUNIOR HIGH SCHOOLS

Clark Junior High	99
Ramfis Junior High	60
Wendler Junior High	50
Central Junior High	38

SENIOR HIGH SCHOOLS

West High	182
East High	146
Dimond-Mears	116
Service-Hanshaw	113
Bartlett High	75
Chugiak-Gruening	72

LOCATION	ALASKA NATIVE	AMERICAN INDIAN
ABBOTT LOOP ELEMENTARY	27 .04	8 .01
AIRPORT HEIGHTS ELEMENTARY	24 .08	3 .01
AURORA ELEMENTARY	3 .01	4 .01
BAXTER ELEMENTARY	19 .04	1 .00
BAYSHORE ELEMENTARY	44 .09	3 .01
BIRCHWOOD ELEMENTARY	17 .05	5 .01
CAMPBELL ELEMENTARY	25 .06	2 .01
CHESTER VALLEY ELEMENTARY	18 .04	9 .02
CHINOOK ELEMENTARY	34 .05	8 .01
CHUGACH ELEMENTARY	13 .05	1 .00
CHUGIAK ELEMENTARY	27 .06	7 .02
COLLEGE GATE ELEMENTARY	9 .02	1 .00
CREEKSIDE PARK ELEMENTARY	15 .05	1 .00
DENALI ELEMENTARY	110 .40	8 .03
EAGLE RIVER ELEMENTARY	30 .06	9 .02
FAIRVIEW ELEMENTARY	50 .17	1 .00
GROVWOOD ELEMENTARY	1 .01	1 .01
GOVERNMENT HILL ELEMENTARY	44 .20	4 .01
HOMESTEAD ELEMENTARY	24 .04	7 .01
HUFFMAN ELEMENTARY	11 .03	6 .01
INLET VIEW ELEMENTARY	45 .16	0 .00
JOHN F. KENNEDY ELEMENTARY	1 .00	3 .01
LAKE OTIS ELEMENTARY	35 .05	1 .00
MT. ILIAMNA ELEMENTARY	1 .00	0 .00
MT. SPUR ELEMENTARY	0 .00	0 .00
MOUNTAIN VIEW ELEMENTARY	177 .25	11 .01
MULDOON ELEMENTARY	31 .08	7 .02
NORTH STAR ELEMENTARY	58 .15	4 .01
NORTHERN LIGHTS ELEMENTARY	26 .07	1 .00
NORTHWOOD ELEMENTARY	40 .12	8 .02
NUNAKA VALLEY ELEMENTARY	24 .05	7 .03
OCEAN VIEW ELEMENTARY	32 .05	3 .00
O'MALLEY ELEMENTARY	16 .03	3 .01
ORION ELEMENTARY	1 .00	2 .01
PTARMIGAN ELEMENTARY	30 .08	5 .01
RABBIT CREEK ELEMENTARY	21 .03	3 .00
ROGERS PARK ELEMENTARY	22 .07	2 .01
RUSSIAN JACK ELEMENTARY	36 .12	2 .01
SAND LAKE ELEMENTARY	21 .05	5 .01
SCENIC PARK ELEMENTARY	12 .02	12 .02
SUSITNA ELEMENTARY	25 .07	3 .01
TAKU ELEMENTARY	23 .05	9 .02
TUOOD ELEMENTARY	40 .08	4 .01
TURNAGAIN ELEMENTARY	27 .05	4 .01
URSA MAJOR	1 .00	3 .01
URSA MINOR ELEMENTARY	3 .01	3 .01
WILLIAMW ELEMENTARY	56 .15	7 .02
WILLOW CREST ELEMENTARY	54 .11	11 .02
WONDER PARK ELEMENTARY	33 .11	2 .01
GLADYS WOOD ELEMENTARY	38 .07	4 .01
MODIFIED PRIMARY - ASC	0 .00	0 .00

LOCATION	ALASKA NATIVE	AMERICAN INDIAN
DEAF 1-6	2 .13	0 .00
DEAF (PRE ELEMENTARY)	1 .20	0 .00
HOPE COTTAGE 1-6	15 .34	0 .00
MCLAUGHLIN YOUTH CENTER 1-6	0 .00	0 .00
WHALEY CENTER ELEMENTARY	0 .00	0 .00
PRE ELEMENTARY SCHOOL DISTRICT	2 .08	1 .04
PROVIDENCE HEIGHTS ELEMENTARY	1 .33	0 .00
JESSE LEE HOME 1-6	3 .60	0 .00
SPECIAL EC PRE ELEMENTARY ON BASE	12 .13	1 .01
SPECIAL EC RIGEL	0 .00	0 .00
TOTAL ELEMENTARY	1531 .07	220 .01

LOCATION	ALASKA NATIVE		AMERICAN INDIAN	
DEAF 7-12	4	.17	1	.04
HOPE COTTAGE 7-12	6	.25	0	.00
BOOTH MEMORIAL HOME	3	.25	0	.00
MARY JOHNSON HOUSE 7-12	2	.25	0	.00
MCLAUGHLIN YOUTH CENTER 7-12	28	.25	2	.02
WHALEY CENTER SECONDARY	2	.17	0	.00
PROVIDENCE HEIGHTS SECONDARY	4	.33	0	.00
JESSE LEE HOME 7-12	10	.42	1	.04
CENTRAL JUNIOR HIGH	38	.05	6	.01
CLARK JUNIOR HIGH	55	.12	9	.01
GIRDWOOD JUNIOR HIGH	3	.05	0	.00
ROMIG JUNIOR HIGH	67	.05	15	.02
WENDLER JUNIOR HIGH	50	.05	9	.01
BARTLETT-BEGICH COMPLEX	75	.04	11	.01
CAREER CENTER SPECIAL EDUCATION	0	.00	0	.00
CHUGIAK-GRUENING COMPLEX	72	.05	16	.01
DIMOND-HEARS COMPLEX	116	.05	15	.01
EAST-BENSON COMPLEX	146	.08	30	.02
S-A-V-E #1	27	.11	11	.04
SERVICE-HANSEN COMPLEX	113	.04	28	.01
STELLER	7	.04	0	.00
WEST HIGH	182	.05	17	.01
S-A-V-E #2	24	.13	3	.02
SEARCH	16	.15	0	.00
EVENING HIGH	0	.00	2	.02
TOTAL SECONDARY	1087	.07	176	.01
TOTAL DISTRICT	2518	.07	396	.01

ANCHORAGE SCHOOL DISTRICT
SECONDARY SCHOOL
ATTENDANCE POLICIES

DISTRICT POLICY

FREQUENCY	5 or more times in a 9 week course or 10 or more times in a semester course. Any secondary student who is absent from school for a period of 15 or more consecutive days may be dropped from District rolls. Any secondary student who is late for class shall be noted as tardy. For the purposes of this policy, 3 tardies shall constitute an absence, except that a student who misses 15 minutes or more shall be considered absent.
SANCTIONS	May be deprived credit in or withdrawn from the course. Continued excessive absenteeism is also grounds for suspension or expulsion from school.
PROVISION FOR NOTIFYING PARENTS	A manner for notifying parents/guardians and students when a student's absenteeism approaches or exceeds acceptable limits.
PROVISION FOR COUNSELING	Procedures that assure that students experiencing difficulty with attendance are counseled in an attempt to alleviate the problem and determine appropriate means for dealing with the student.
CONSIDERATION EXTENUATING CIRCUMSTANCES	A list of the considerations under which an absence may be OF attributed to extenuating circumstances and waived for the purposes of the application of this policy.
PROVISION FOR APPEAL	A procedure through which parents/guardians and students may challenge any adverse decision arising out of this attendance policy.

ATTENDANCE POLICY
AS REFERRED TO
IN INDIVIDUAL SCHOOL PROCEDURES

SCHOOL

BARTLETT
HIGH
SCHOOL

PROVISION
FOR
NOTIFICATION
OF
STUDENT

After 3rd absence-student counseled; after 5th absence-counseling continues; 7th absence-contact with student continues; 10th absence-student/parent administrative conference set up.

SANCTIONS

After 10 absences, possible non-granting of credit.

PROVISION
FOR
NOTIFYING
PARENTS

Parents are asked to call the school if student unavoidably absent. After 3rd absence-call the home; after 5th absence-letter to parents.

After 7th absence-letter to parents; after 10th absence-student/parent/administrative conference is set up.

PROVISION
FOR
COUNSELING

After 3rd absence ("if possible")

After 7th absence "Header" card is supplied to student's counselor.

CONSIDERATION
OF EXTENUATING
CIRCUMSTANCES

At 10 absences closely examined.

"A genuinely ill student or one whose circumstances are accurately reflected in the extenuating circumstance clause*, is not affected by non-granting of credit."

PROVISION
FOR
APPEAL

No mention in School Policy.

* not defined in School Policy/Procedure Summary.

ATTENDANCE PROCEDURE SUMMARY

SCHOOL

CHUGIAK HIGH SCHOOL

PROVISION FOR NOTIFICATION OF THE STUDENT

Student is notified of each absence.

On 8th absence, counselor has a conference with parent and student.

SANCTIONS

On 8th absence student placed on informal probation by the counselor.

On 10th absence student is placed on formal probation by Assistant Principal.

Absences beyond 10, may result in the deprivation of credit.

PROVISION FOR NOTIFYING PARENTS

"Parents are notified of each absence which includes the third absence".

On 8th absence counselor has a conference with the parent and student.

PROVISION FOR COUNSELING

On the 5th absence the student has a conference with the teacher.

CONSIDERATION OF EXTENUATING CIRCUMSTANCES

No mention in school procedure.

PROVISION FOR APPEAL

Appeal process available for students.

ATTENDANCE PROCEDURE SUMMARY

SCHOOL

DIMOND HIGH SCHOOL

PROVISION FOR NOTIFICATION OF STUDENT

When a class missed 3 times in a semester, teacher conferences with student and contacts parents.

When a student has been absent from class eight times, the Assistant Principal meets with the student.

The Assistant Principal notifies the student that a decision for removal from class or non-granting of credit may be appealed.

SANCTIONS

A student who is absent from a class ten times is placed on attendance probation.

If the student on attendance probation continues to miss class, a teacher may recommend non-granting of credit.

The Assistant Principal makes the final decision on whether or not the student will be removed from class with credit not being granted.

PROVISION FOR NOTIFYING PARENTS

When a class is missed 3 times in a semester, teacher conferences with student and contacts parents.

When a student has been absent from class eight times, the Assistant Principal sends a letter to the parents.

PROVISION FOR COUNSELING

When a student has been absent 5 times from a class, the teacher notifies the counselor, who meets with the student.

CONSIDERATION OF EXTENUATING CIRCUMSTANCES

School-sponsored activities, verified extended illness, pre-arranged absences, and emergencies are considered as extenuating circumstances.

PROVISION FOR APPEAL

The Assistant Principal notifies the parents that they may appeal a decision of removal from class or non-granting of credit through the procedures outlined under due process in the A.S.D. student rights and responsibilities statement.

ATTENDANCE PROCEDURE SUMMARY

SCHOOL

EAST HIGH SCHOOL

PROVISION FOR NOTIFICATION OF STUDENT

The teacher, at the third absence, counsels with the student.

On the fourth absence the teacher gives to the student or mails home the attendance progress report.

SANCTIONS

On the 4th absence a copy of the attendance progress report is placed in the student's file.

At ten absences in one or more classes, the attendance probation letter is sent home.

The Assistant Principal determines, with input from the teacher, whether credit is not granted

PROVISION FOR NOTIFYING PARENTS

At ten absences in one or more classes, the attendance probation letter is sent home.

PROVISION FOR COUNSELING

If absences continue after ten in one or more classes, the attendance counselor works with the student. Copies of the probation letters are given to the regular counselor.

CONSIDERATION OF EXTENUATING CIRCUMSTANCES

When the student has been placed on attendance probation credit may not be granted. Extenuating circumstances will be considered.

PROVISION FOR APPEAL

Due process procedures are indicated on non-granting of credit in a letter sent to parent or student.

ATTENDANCE PROCEDURE SUMMARY

SCHOOL

SERVICE- HANSHEW SCHOOL

PROVISION FOR NOTIFICATION OF STUDENT

Teachers are required to complete the first attendance letter at 3 absences. At 3 absences the teacher will conference with the student.

SANCTIONS

At the 11th absence the administrator attends the parent-administrator-teacher conference and places the student on formal attendance probation.

PROVISION FOR NOTIFYING PARENTS

Teachers are required to complete the second attendance letter at 10 absences. These are mailed home by the attendance clerk.

The home school coordinators contact by phone parents or guardians of students who receive second attendance letters.

At 11 absences a request for conference letter is sent to the parents.

Absences after the conference are referred by the teacher directly to the attendance Principal. The parent is contacted by phone.

PROVISION FOR COUNSELING

Counselors are required to meet with all counselees who receive second attendance letters.

At 11 absences the counselor is responsible for contact to the parent or guardian to arrange a conference.

CONSIDERATION OF EXTENUATING CIRCUMSTANCES

Depending on the nature of the absences, e.g. illness or truancy, the student may remain in class with the possibility of gaining credit, be referred to an alternative program, or be informed of the non-granting of credit.

PROVISION FOR APPEAL

The decision is discussed with the parent, advising the student and parent of their right to appeal through the school grievance procedure.

ATTENDANCE PROCEDURE SUMMARY

SCHOOL

WEST HIGH SCHOOL

PROVISION FOR NOTIFICATION OF STUDENT

Teachers inform students when they have three absences and/or three tardies.

Teachers inform students of five absences.

SANCTIONS

Assistant Principal places student on probation when they accrue ten days absences.

If attendance does not improve, the Assistant Principal makes the final decision regarding withholding of credit.

PROVISION FOR NOTIFYING PARENTS

Teachers notify parents of five absences via phone or letter.

PROVISION FOR COUNSELING

Assistant Principal includes the teacher, counselor, student, and parent regarding attendance problem.

CONSIDERATION OF EXTENUATING CIRCUMSTANCES

Not addressed in School Procedure Summary.

PROVISION FOR APPEAL

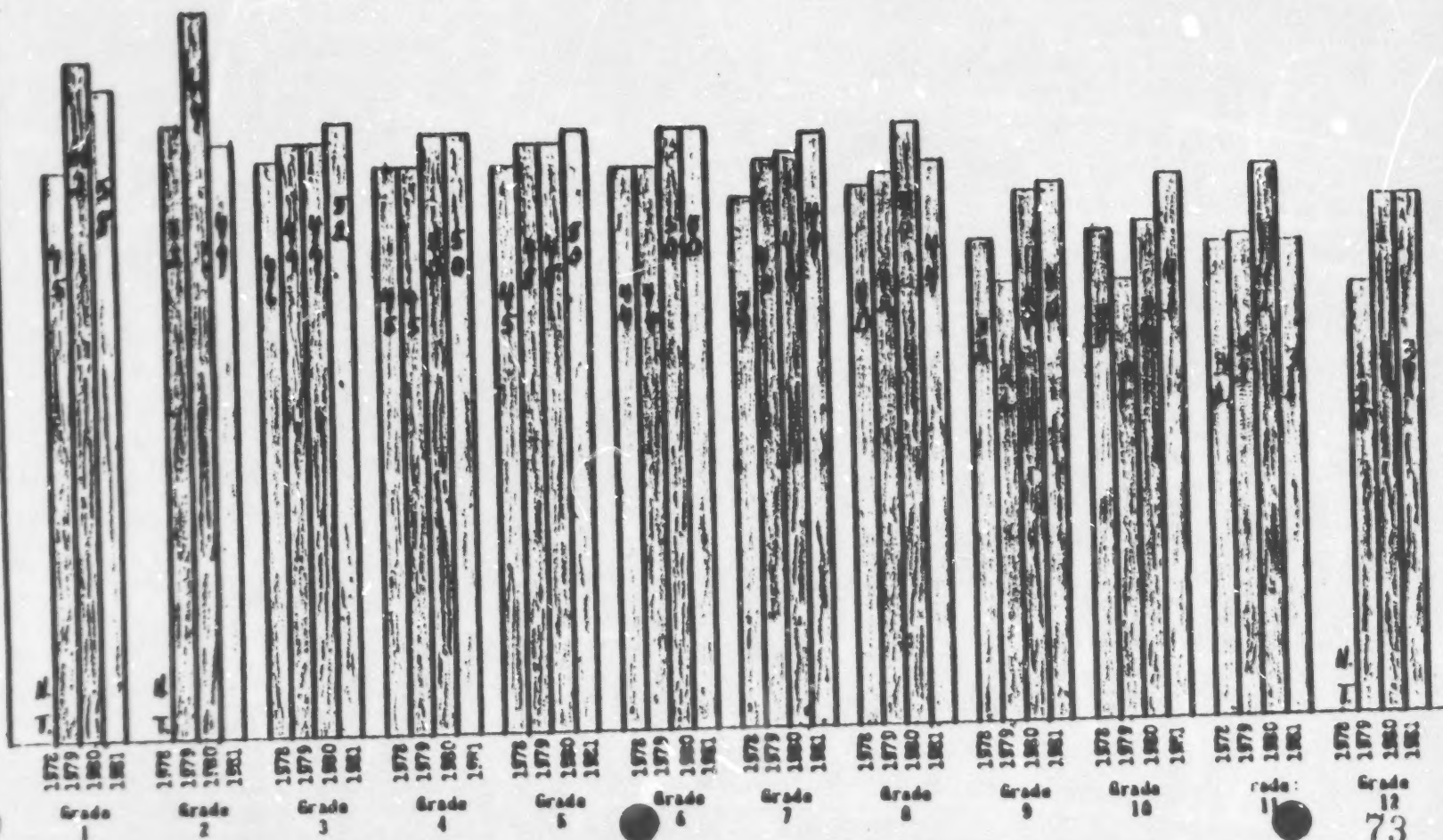
Student and parent is advised of the due process in the students' Rights and Responsibilities document.

Table 1A (revised)
Composite Percentile Rank Scores
for Ethnic Groups
Spring 1978 to Spring 1981

Ethnic group	Year	Grade	1	2	3	4	5	6	7	8	9	10	11	12
Alaska Native	1978		nt	nt	46	45	45	44	39	40	32	33	31	nt
	1979		45	52	49	45	48	44	45	42	26	26	32	25
	1980		62	69	49	50	48	50	46	50	39	34	42	37
	1981		58	49	52	50	50	50	48	44	40	41	31	39
Am. Indian	1978		nt	nt	52	45	38	38	34	40	32	20	26	nt
	1979		45	52	43	45	56	52	52	34	48	38	15	9
	1980		66	56	75	55	54	57	41	55	40	60	34	23
	1981		55	56	55	65	57	55	46	43	43	34	56	37
Asian	1978		nt	nt	58	63	53	52	46	67	56	51	39	nt
	1979		65	60	69	70	72	68	63	48	43	38	47	26
	1980		73	72	61	63	59	67	65	65	60	52	50	61
	1981		69	62	70	63	66	59	67	57	54	63	47	47
Black	1978		nt	nt	49	35	40	44	38	34	23	19	19	nt
	1979		50	52	49	35	38	44	40	39	26	20	18	16
	1980		55	52	46	44	43	46	41	46	34	33	27	23
	1981		58	49	52	45	45	42	43	43	33	34	31	29
Filipino	1978		nt	nt	43	56	58	50	48	39	32	27	15	nt
	1979		50	56	37	32	70	71	56	65	29	40	38	14
	1980		66	62	55	57	53	69	65	48	37	33	35	44
	1981		66	62	61	53	66	52	67	65	30	48	22	46
Spanish	1978		nt	nt	43	40	58	50	48	43	26	23	29	nt
	1979		50	48	61	40	40	52	46	39	30	24	20	11
	1980		58	62	49	63	46	44	54	52	37	37	30	32
	1981		58	52	61	56	59	48	54	55	46	44	38	32
White	1978		nt	nt	67	63	63	63	58	61	50	50	55	nt
	1979		69	70	64	65	65	65	61	61	51	51	51	55
	1980		73	69	70	69	68	67	65	67	62	64	60	61
	1981		73	69	67	67	68	67	65	67	63	66	64	63
District	1978		nt	nt	63	56	61	59	56	55	47	48	48	nt
	1979		65	60	60	60	61	61	60	59	51	50	51	52
	1980		69	65	61	58	61	63	61	65	54	56	52	53
	1981		69	65	61	60	63	63	61	63	56	57	54	53

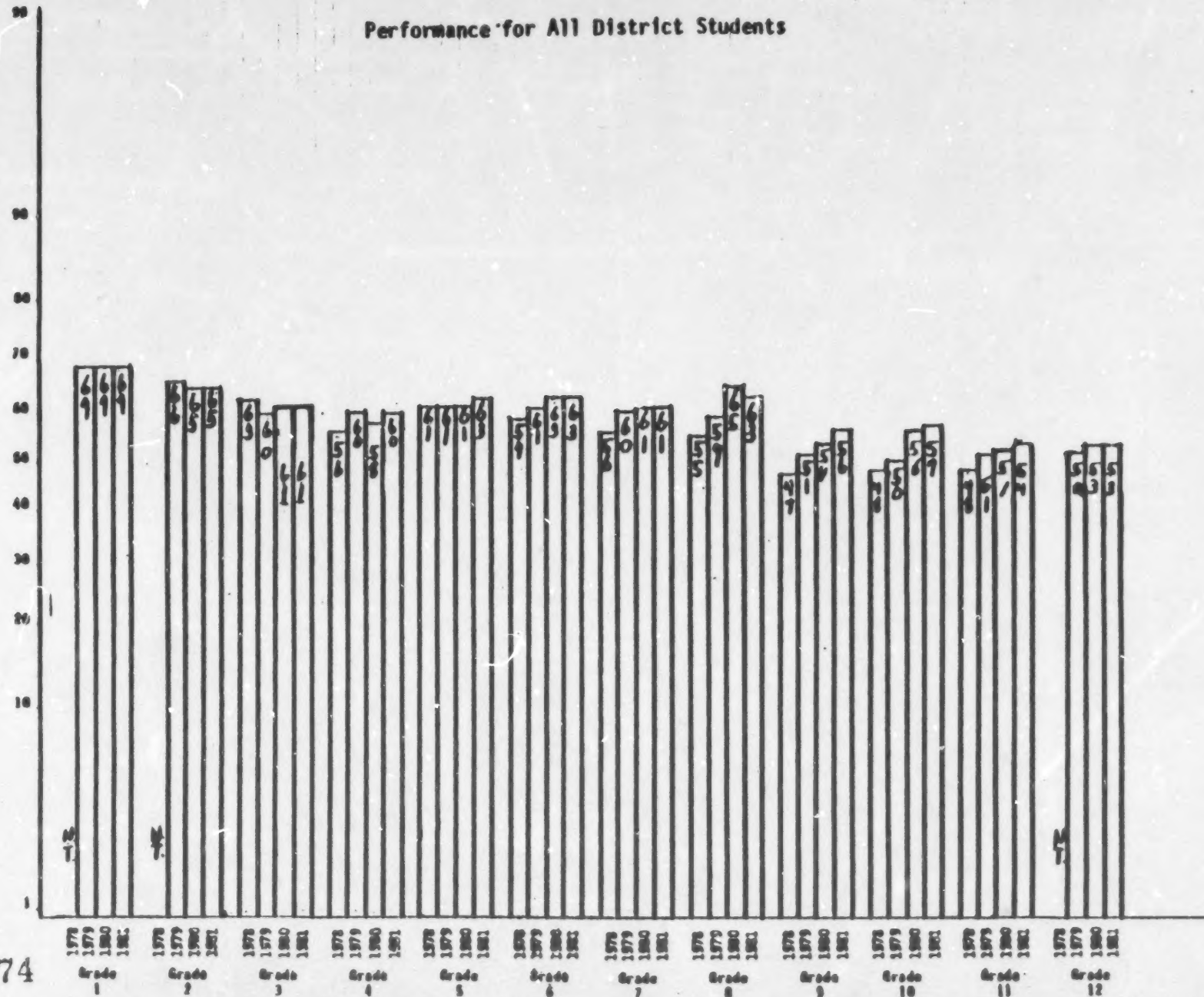
Ethnic Group Performance: Alaska Native

80
70
60
50
40
30
20
10



Combined Charts 9A and 10A (Revised)

Performance for All District Students



BEST COPY AVAILABLE

**ANCHORAGE SCHOOL DISTRICT
QUARTERLY DISCIPLINE REPORT SUMMARY**

Cumulative by Category
January 23, 1981

	GIRLS						BOYS					
	American Indian Alaska Native	Asian Pacific Island	White	Black	Hispanic	TOTAL SUSPENSIONS GIRLS	American Indian Alaska Native	Asian Pacific Island	White	Black	Hispanic	TOTAL SUSPENSIONS BOYS
Smoking	2	-	4	-	-	6	2	1	10	-	-	13
Profanity	-	-	3	1	-	4	10	-	23	2	-	35
Truancy	-	-	25	2	-	27	12	-	63	8	3	86
Excessive Tardies	3	-	19	9	1	32	3	2	24	11	1	41
Drugs (Including Alcohol)	8	-	45	-	-	53	13	2	83	4	2	104
Fighting	1	-	18	21	1	41	16	1	124	45	5	191
Disobedience/Disruption	7	-	53	28	1	89	25	7	225	46	15	318
Larceny/Coercion	-	-	4	1	-	5	1	-	23	6	-	30
Vandalism/Fire	-	-	-	-	-	-	2	-	9	2	-	2
False Fire Alarm	-	-	-	-	-	-	-	-	2	-	-	2
Weapons	-	-	-	-	-	-	1	-	-	-	-	1
Dangerous Material	-	-	-	-	-	-	1	-	1	1	-	3
Other:	-	-	5	5	-	10	1	-	31	5	3	40
TOTAL SUSPENSIONS	21	-	176	67	3	267	87	13	618	130	29	877

ATTACHMENT C
DISCIPLINE REPORT SUMMARY

CUMULATIVE SUSPENSION
BY SCHOOL
1980-81 SCHOOL YEAR

	GIRLS						BOYS					
	American Indian Alaska Native	Asian Pacific Island	White	Black	Hispanic	TOTAL SUSPENSIONS GIRLS	American Indian Alaska Native	Asian Pacific Island	White	Black	Hispanic	TOTAL SUSPENSIONS BOYS
Central	1		10	10	1	22	8	1	37	24		70
Clark	1		10	5		16	16		62	27	3	108
Romig	2		5			7	5		27	5		37
Wendler			11	8		19	2		53	10		65
Bartlett			48	33	3	84	7	1	211	60	14	293
Chugiak/Gruening	2		20			22	2		93	1		96
Diamond/Mears	2		32	2	1	37	6	5	89	7	3	110
East	13		133	46	8	200	53	8	278	72	22	433
S.A.V.E. I			2			2			3			3
Service/Hanshaw	10	1	106	3		120	27	2	339	37	1	406
Stellar			2			2						0
West			9	5		14	9	2	37	21	7	76
S.A.V.E. II / S.E.A.R.C.H.	7		46	1	1	55	32		90	9	3	134
EVENING HIGH SCHOOL						0						0
TOTAL SUSPENSIONS	38	1	434	113	14	600	167	19	1319	273	53	1931
TOTAL NUMBER OF INDIVIDUALS SUSPENDED	30	1	341	73	12	457	101	13	913	165	33	1225

TOTAL NUMBER INDIVIDUALS SUSPENDED 457 (Girls) + 1225 (Boys) = 1682 (Total)

	1979-80	1980-81
Total Individuals Suspended	1800	1682
Total Suspensions	2893	2431
Total Repeaters	585	445
Total Drug Suspensions	296	391

STUDENT ENROLLMENT TABLES

Attached is a set of tables which provide information on student enrollment. The information is based on District records which show the date of student entry as the first two digits of the student identification number.

Tables 1 and 2 show the number and percent of students enrolled and the number and percent of students new to the District from 1974-75 to 1980-81. Enrollment data to February 5, 1982 is provided for the 1981-82 school year.

Tables 3 and 4 show the number and percent of students currently enrolled who came to the District in each of the school years since 1972-73. Again, the 1981-82 figures are based on the period through February 5, 1982.

Examination of the tables shows that there is both stability and change in the Anchorage student population for all ethnic groups. At least one student in eight is new to the District each year. In some ethnic groups, one student in five may be new to the District. However many students have been with the District for their entire educational career.

ANCHORAGE SCHOOL DISTRICT
ENROLLMENT 1974-1981

NAIVE	GRADE	1974-75		1975-76		1976-77		1977-78		1978-79		1979-80		1980-81		1981-82 **	
		% of Total	% of New	% of Total	% of New	% of Total	% of New	% of Total	% of New	% of Total	% of New	% of Total	% of New	% of Total	% of New	% of Total	% of New
Alaska Native	KIND.	9%	95%	7%	96%	7%	97%	7%	97%	7%	100%	8%	96%	7%	97%	7%	98%
	ELEM.	8%	21%	7%	20%	7%	20%	8%	17%	7%	18%	8%	15%	8%	16%	7%	13%
	JR HI	6%	21%	6%	18%	6%	20%	7%	20%	8%	15%	9%	17%	8%	19%	7%	11%
	SR HI	4%	27%	6%	3%	6%	27%	7%	22%	7%	19%	7%	18%	7%	18%	7%	14%
	TOTAL	7%	29%	7%	30%	7%	28%	7%	25%	7%	23%	8%	22%	8%	22%	7%	19%
American* Indian	KIND.							1%	1%	1%	97%	1%	97%	1%	97%	22%	100%
	ELEM.							1%	50%	1%	31%	1%	26%	1%	25%	1%	23%
	JR HI							1%	42%	1%	82%	1%	29%	1%	31%	1%	25%
	SR HI							1%	57%	1%	31%	1%	21%	1%	23%	1%	25%
	TOTAL							1%	57%	1%	37%	1%	34%	1%	32%	1%	28%
Asian	KIND.	2%	100%	2%	99%	3%	98%	3%	1%	2%	100%	3%	99%	3%	97%	3%	100%
	ELEM.	1%	24%	1%	42%	2%	30%	2%	28%	2%	21%	2%	18%	3%	20%	3%	14%
	JR HI	1%	27%	1%	29%	1%	21%	14%	22%	1%	28%	2%	16%	2%	16%	2%	17%
	SR HI	1%	32%	1%	30%	1%	30%	1%	20%	1%	17%	2%	15%	2%	22%	2%	12%
	TOTAL	1%	37%	1%	46%	2%	37%	2%	34%	2%	27%	2%	26%	2%	27%	2%	21%
Black	KIND.	3%	97%	5%	98%	5%	98%	5%	99%	7%	99%	7%	97%	7%	97%	7%	97%
	ELEM.	3%	22%	4%	46%	4%	23%	5%	26%	6%	29%	6%	22%	7%	19%	7%	17%
	JR HI	5%	31%	4%	29%	4%	20%	5%	23%	1%	22%	5%	17%	6%	16%	5%	16%
	SR HI	2%	17%	4%	20%	4%	19%	5%	86%	5%	20%	6%	15%	6%	15%	6%	14%
	TOTAL	3%	28%	4%	41%	4%	29%	5%	29%	6%	32%	6%	26%	6%	24%	6%	23%
Filipino *	KIND.							1%	1%	1%	100%	1%	100%	1%	100%	1%	100%
	ELEM.							1%	20%	1%	19%	1%	14%	1%	17%	1%	13%
	JR HI							1%	22%	1%	38%	1%	12%	1%	10%	1%	30%
	SR HI							1%	16%	1%	2%	1%	18%	1%	5%	1%	21%
	TOTAL							1%	24%	1%	29%	1%	23%	1%	19%	1%	26%
Spanish	KIND.	1%	100%	2%	1%	2%	100%	3%	96%	3%	98%	1%	97%	3%	98%	3%	99%
	ELEM.	1%	43%	1%	54%	1%	33%	2%	29%	2%	24%	2%	21%	2%	20%	3%	19%
	JR HI	1%	55%	1%	44%	1%	27%	1%	31%	2%	24%	2%	16%	2%	25%	2%	21%
	SR HI	1%	44%	1%	35%	1%	23%	1%	37%	1%	32%	2%	19%	2%	20%	2%	16%
	TOTAL	1%	51%	3%	56%	1%	40%	1%	37%	2%	35%	2%	27%	2%	29%	2%	26%
White	KIND.	85%	99%	84%	99%	83%	99%	81%	99%	79%	99%	77%	98%	78%	97%	79%	98%
	ELEM.	87%	21%	86%	30%	85%	19%	83%	18%	82%	17%	80%	14%	79%	17%	79%	17%
	JR HI	88%	23%	87%	22%	87%	17%	84%	17%	83%	14%	81%	12%	81%	15%	82%	16%
	SR HI	54%	17%	87%	17%	87%	15%	85%	15%	84%	13%	83%	10%	82%	12%	81%	12%
	TOTAL	87%	26%	86%	30%	86%	24%	84%	23%	82%	21%	81%	18%	80%	21%	80%	21%
Other *	KIND.	1%	96%	1%	96%	1%	100%										
	ELEM.	1%	32%	1%	27%	1%	1%										
	JR HI	1%	19%	1%	20%	1%	1%										
	SR HI	1%	15%	1%	24%	1%	1%										
	TOTAL	1%	26%	1%	29%	1%	6%										

*A change in ethnic code categories took effect in 1977-1978.

**The 1981-1982 figures are for only part of the year. Data was compiled February 5, 1982.

ANCHORAGE SCHOOL DISTRICT
ENROLLMENT 1974-1981

NAME	GRADE	1974-75		1975-76		1976-77		1977-78		1978-79		1979-80		1980-81		1981-82 **	
		TOTAL STUDENTS	TOTAL NEW	TOTAL STUDENTS	TOTAL NEW	TOTAL STUDENTS	TOTAL NEW	TOTAL STUDENTS	TOTAL NEW	TOTAL STUDENTS	TOTAL NEW	TOTAL STUDENTS	TOTAL NEW	TOTAL STUDENTS	TOTAL NEW	TOTAL STUDENTS	TOTAL NEW
Alaska Native	KIND.	242	231	267	257	238	232	225	218	213	212	226	216	208	202	206	202
	ELEM.	1,352	289	1,358	268	1,355	270	1,570	267	1,501	268	1,451	223	1,506	243	1,413	179
	JR HI	433	93	435	79	454	93	508	104	489	71	514	86	462	91	409	43
	SR HI	820	225	808	255	764	203	890	199	881	169	867	159	892	159	824	117
	TOTAL	2,847	838	2,868	859	2,811	798	3,193	788	3,084	720	3,058	684	3,058	695	2,884	557
American * Indian	KIND.							32	32	29	28	34	33	34	33	22	22
	ELEM.							117	58	164	51	169	45	183	45	209	48
	JR HI							36	15	38	13	41	12	58	18	69	17
	SR HI							58	33	84	26	66	14	95	22	138	34
	TOTAL							243	138	315	118	310	104	370	118	441	124
Asian	KIND.	49	49	79	78	89	87	86	86	69	69	94	93	88	85	78	78
	ELEM.	185	45	284	113	395	117	406	113	455	94	469	83	529	106	538	75
	JR HI	44	12	82	24	98	21	95	21	109	30	111	18	114	18	117	20
	SR HI	53	17	91	27	135	40	165	33	182	31	207	31	221	49	213	26
	TOTAL	331	123	536	247	717	265	752	253	815	224	881	225	952	258	950	200
Black	KIND.	98	95	169	166	178	174	173	172	230	228	216	210	216	210	197	192
	ELEM.	545	121	835	384	879	206	1,028	263	1,155	334	1,197	265	1,293	243	1,320	255
	JR HI	264	82	275	80	278	53	337	77	332	74	307	53	328	53	336	54
	SR HI	442	75	483	95	547	105	619	115	696	139	690	104	701	106	708	93
	TOTAL	1,349	373	1,762	725	1,882	538	2,157	627	2,413	775	2,410	632	2,538	612	2,579	604
Filipino *	KIND.							13	13	19	19	22	22	16	16	24	24
	ELEM.							86	17	95	18	102	14	123	21	116	15
	JR HI							32	7	34	13	34	4	29	3	37	11
	SR HI							69	11	75	15	73	13	60	5	68	14
	TOTAL							200	48	223	65	231	53	228	45	245	64
Spanish	KIND.	22	22	61	61	70	70	84	81	89	87	76	74	91	89	80	79
	ELEM.	91	39	206	112	262	87	325	95	392	95	431	90	487	99	532	99
	JR HI	44	24	57	25	62	17	84	26	96	23	96	15	106	26	112	24
	SR HI	54	28	75	26	99	23	150	36	182	58	201	39	214	42	196	32
	TOTAL	221	113	399	224	493	197	643	238	759	263	804	218	898	256	923	236
White	KIND.	2,388	2,369	3,103	3,066	2,952	2,924	2,686	2,660	2,516	2,486	2,272	2,237	2,309	2,258	2,305	2,249
	ELEM.	14,704	3,112	17,030	5,054	16,587	3,209	17,064	3,132	16,590	2,745	15,493	2,184	15,396	2,549	15,225	2,558
	JR HI	6,204	1,408	6,285	1,398	6,087	1,047	5,791	974	5,212	754	4,679	562	4,738	732	5,040	816
	SR HI	10,581	1,836	10,839	1,798	10,849	1,635	11,059	1,683	10,899	1,405	10,094	971	9,653	1,146	9,360	1,164
	TOTAL	33,877	8,725	37,257	11,316	36,475	8,815	36,600	8,449	35,217	7,390	32,538	5,954	32,096	6,685	32,096	6,864
Other *	KIND.	24	23	25	24	11	11										
	ELEM.	143	46	150	41	84	1										
	JR HI	86	16	66	13	34	-										
	SR HI	182	28	160	39	86	1										
	TOTAL	435	113	401	117	215	13										

*A change in ethnic code categories took effect in 1977-1978.

**The 1981-1982 figures are for only part of the year. Data was compiled February 5, 1982.

ANCHORAGE SCHOOL DISTRICT
CURRENT ENROLLMENT BY DATE OF INITIAL ENROLLMENT

		TOTAL	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82*
NAME	GRADE	ENROLLED	ENROLLED	ENROLLED	ENROLLED	ENROLLED	ENROLLED	ENROLLED	ENROLLED	ENROLLED	ENROLLED	ENROLLED
Alaska Native	KIND.	206									4	202
	ELEM.	1,413			33	130	155	171	213	254	276	179
	JR HI	409	29	77	97	25	26	24	22	20	46	43
	SR HI	824	337	43	45	31	44	47	44	44	72	117
	TOTAL	2,884	368	120	175	186	225	242	280	320	411	557
American ^a Indian	KIND.	22										22
	ELEM.	209			2	2	13	22	26	40	56	48
	JR HI	69	1	7	2	5	2	9	4	9	13	17
	SR HI	138	13	4	7	2	9	11	10	21	27	34
	TOTAL	441	14	11	11	9	24	42	40	70	96	124
Asian	KIND.	78										78
	ELEM.	538			1	27	36	67	79	109	144	75
	JR HI	117		9	14	9	8	14	10	14	19	20
	SR HI	213	32	8	9	11	26	19	30	19	33	26
	TOTAL	950	32	17	24	47	70	100	119	142	199	200
Black	KIND.	197									5	192
	ELEM.	1,320		2	8	63	84	102	201	282	323	255
	JR HI	336	4	34	45	33	15	31	33	42	45	54
	SR HI	708	179	20	26	59	47	55	76	81	72	93
	TOTAL	2,579	183	56	79	155	146	188	311	406	451	604
Filipino	KIND.	24										24
	ELEM.	116				2	9	17	18	29	26	15
	JR HI	37		7	1	1	4	2	6		5	11
	SR HI	68	15	2	1	6	2	5	15	4	4	14
	TOTAL	245	15	9	2	9	15	24	39	33	35	64
Spanish	KIND.	80									1	79
	ELEM.	532			1	21	42	58	82	101	128	99
	JR HI	112	2	11	10	9	4	4	7	17	22	24
	SR HI	196	38	11	8	18	12	21	23	18	15	32
	TOTAL	923	40	22	19	48	60	83	112	137	166	236
White	KIND.	2,305							3	10	43	2,249
	ELEM.	15,225	1	5	163	1,174	1,476	1,682	2,132	2,598	3,436	2,558
	JR HI	5,040	87	793	1,043	363	303	333	384	376	542	816
	SR HI	9,360	3,360	488	483	640	530	635	640	577	843	1,164
	TOTAL	32,096	3,448	1,286	1,689	2,178	2,310	2,653	3,168	3,583	4,917	6,864
TOTALS**		40,118	4,100	1,521	1,999	2,632	2,850	3,332	4,069	4,691	6,275	8,649

*1981-82 represents the period through 2/5/82

**includes special education

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ANCHORAGE SCHOOL DISTRICT
CURRENT ENROLLMENT BY DATE OF INITIAL ENROLLMENT

		TOTAL	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82*
NAME	GRADE	% of ENROLLED	% of ENROLLED	% of ENROLLED	% of ENROLLED	% of ENROLLED	% of ENROLLED	% of ENROLLED	% of ENROLLED	% of ENROLLED	% of ENROLLED	% of ENROLLED
Alaska Native	KIND.	7%									2%	98%
	ELEM.	7%			2%	9%	11%	12%	15%	18%	20%	13%
	JR HI	7%	7%	19%	24%	6%	6%	6%	5%	5%	11%	11%
	SR HI	7%	41%	5%	5%	4%	5%	6%	5%	5%	9%	14%
	TOTAL	7%	13%	4%	6%	6%	8%	8%	10%	11%	14%	19%
American* Indian	KIND.	1%										100%
	ELEM.	1%			1%	1%	6%	11%	12%	19%	27%	23%
	JR HI	1%	1%	10%	3%	7%	3%	13%	6%	13%	19%	25%
	SR HI	1%	9%	3%	5%	1%	7%	8%	7%	15%	20%	25%
	TOTAL	1%	3%	2%	2%	2%	5%	10%	9%	16%	22%	28%
Asian	KIND.	3%										100%
	ELEM.	3%				5%	7%	12%	15%	20%	27%	14%
	JR HI	2%		8%	12%	8%	7%	12%	10%	12%	16%	17%
	SR HI	2%	15%	4%	4%	5%	12%	9%	14%	9%	15%	12%
	TOTAL	2%	3%	2%	3%	5%	7%	11%	13%	15%	21%	21%
Black	KIND.	7%									3%	97%
	ELEM.	7%			1%	5%	6%	8%	15%	21%	24%	19%
	JR HI	5%	1%	10%	13%	10%	4%	9%	10%	13%	13%	16%
	SR HI	6%	25%	3%	4%	8%	7%	8%	11%	11%	10%	13%
	TOTAL	6%	7%	2%	3%	6%	6%	7%	12%	16%	17%	23%
Filipino	KIND.	1%										100%
	ELEM.	1%				2%	8%	15%	16%	25%	22%	13%
	JR HI	1%		19%	3%	3%	11%	5%	16%		14%	30%
	SR HI	1%	22%	3%	1%	9%	3%	7%	22%	6%	6%	21%
	TOTAL	1%	6%	4%	1%	4%	6%	10%	16%	13%	14%	26%
Spanish	KIND.	3%									1%	99%
	ELEM.	3%				4%	8%	11%	15%	19%	24%	19%
	JR HI	2%	2%	10%	9%	8%	5%	4%	6%	15%	20%	21%
	SR HI	2%	19%	6%	4%	9%	6%	11%	12%	9%	8%	16%
	TOTAL	2%	4%	2%	2%	5%	7%	9%	12%	15%	18%	26%
White	KIND.	79%									2%	98%
	ELEM.	79%			1%	8%	10%	11%	14%	17%	23%	17%
	JR HI	82%	17%	16%	21%	7%	6%	7%	8%	7%	11%	16%
	SR HI	81%	36%	5%	5%	7%	6%	7%	7%	6%	9%	12%
	TOTAL	80%	11%	4%	5%	7%	7%	8%	10%	11%	15%	21%
TOTALS**		100%	10%	4%	5%	7%	7%	8%	10%	12%	16%	22%

*1981-82 represents the period through 2/5/82

**Includes special education

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